

Individual player developmental model in ice-hockey

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<p>In the past few years, there has been plenty of discussion about individual player development in Finnish hockey scene. Rarely you hear the actual models to practically implement the individual player development to the “team-first coaching – win now” mode that is usually been the way to coach in Finland, even on the junior level.</p> <p>During this action research there was a model established to enhance the individual player development in ice-hockey. It was done through one ice-hockey season and it is structured around goal-setting and self-evaluation, as both of the aforementioned features supported the objectives of the research: To develop a model to develop individual player, to increase communication in the player-coach relationship, to increase the players’ self-awareness and playing identity and to clarify the direction of the players’ functions.</p> <p>This model proved to be effective in all the objectives that were had for the research. The player felt that he was better player after the project, player-coach communication expanded significantly, the players self-awareness and playing identity were clearer to the player than before and with the goal-setting there was direction to the players functions.</p> <p>The project full-filled the characteristics of an action research, as there was instant and practical benefit for the participants and there was constant observation and development of the model that was being developed. It was an interesting journey through one ice-hockey season with an individual player that opened new perceptions to player development but also to the team-coaching.</p>	
Key words Individual player development, Self-evaluation, goal-setting, Playing identity, Self-awareness, Player-coach communication	

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1 Introduction

How does an individual player direct one's efforts on certain developmental direction during a long and demanding time-frame that we like to call: a hockey-season? Does he know who he or she may be on and off the ice and how he manages one-self? What does one need to do in order to be successful in a hockey-game? And is that information relevant in terms succeeding in the game of hockey? And to go even further, is that information relevant on the journey on becoming the best hockey-player that one can be?

Goal-setting has been proven to have a positive effect on performing a certain task and to affect motivation of the athlete. In other words, it guides the individual effort to certain direction that could be chosen in cooperation with the player and the coach involved. There have been shortcomings in terms of individual approach to hockey players as it is often substituted by team-first approach that has the emphasis on winning, not development. Could these two important components be combined? Are these two overlapping each other?

The individual approach focuses on the player and the means to help one to increase the level of performance. One thing that is often mentioned in discussion about the greatest athletes is their self-awareness and how well they know themselves. Increasing the self-awareness helps the player to realize who one is as a person but also as a hockey-player and competitor. That would serve as a base for the player to take more responsibility on one's individual development and be more self-lead, but also to see a broader view of the player and one's resources to support or limiting factors of one's development and performance greatness.

During this thesis I present a model for the individual approach to goal-setting and self-evaluation program that was done during one hockey season. The initial project was not done as an action research, but it can be reviewed as such. The model was planned and created from scratch and developed during the everyday life of the project and the functions of the model were reflected all the time, but more thoroughly at certain times in the season.

At the beginning of the project, there was a vision of implementing a goal-setting and self-evaluation program for an individual player in a hockey-team environment. The main emphasis was to gain practical knowledge about goal-setting and would it have an effect on the individual performance and development of the player.

Other main component on the program was to activate the participating player to review and reflect his own actions by using self-evaluation

Self-evaluation in this model was used after each game that the player played and also he evaluated how he did in relation to his short and long-term goals. Self-evaluation is also perceived as a tool to increase the players' self-awareness and that, along the hockey-identity of an individual player, are factors that should be more emphasized in the field of hockey as building-blocks to better performance during the game. Also there would be more individual approach to the players' performance

During this thesis, there is a theoretical framework to support the actual research, a look on the initial project that was done and the review of the project with the result being a model for individual development. There is also a discussion-segment where I discuss issues that are related to individual approach to hockey in terms of maximizing the potential of a hockey-athlete now and in the future.

2 Theoretical framework

2.1 Goal-setting

Within a variety of contexts, including sports, goal setting has been used to increase motivation and facilitate behavior change (Gould 2006; Locke & Latham 1990, in Weinberg & Gould 2007, 346). Locke and Latham's (1990 in Weinberg & Gould 2007, 346) goal theory suggests that much of behavior is directed toward the achievement of goals, and goals most often serve as a performance standard that is established by the athlete or a coach.

More than 90% of the studies (more than 500 in all) show that goal setting has a consistent and powerful effect on behavior, whether it's used with elementary school children or professional scientists, whether brainstorming or for loading logs onto trucks. Moreover, goal setting effects have remained consistent with more than 40 000 participants, using more than 90 different tasks and across 10 different countries. Goal setting is a behavioral technique that most definitely works. (Weinberg & Gould 2007, 346.)

Goals affect performance through four mechanisms. First, goals serve a directive function; they direct attention and effort toward goal-relevant activities and away from goal-irrelevant activities. This effect occurs both cognitively and behaviorally. Second, goals have an energizing function. High goals lead to greater effort than low goals. Third, goals affect persistency. When participants are allowed to control the time they spend on a task, hard goals prolong effort (LaPorte & Nath, 1976 in Locke & Latham 2002). There is often, however, a trade-off in work between time and intensity of effort. Faced with a difficult goal, it is possible to work faster and more intensely for a short period or to work more slowly and less intensely for a long period. Tight deadlines lead to a more rapid work pace than loose deadlines in the laboratory (Bryan & Locke, 1967b in Locke & Latham 2002) as well as in the field (Latham & Locke, 1975 in Locke & Latham 2002). Fourth, goals affect action indirectly by leading to the arousal, discovery, and/or use of task-relevant knowledge and strategies (Wood & Locke, 1990 in Locke & Latham 2002.)

The problem is not getting people to identify goals. It is getting them to set the right kind of goals - ones that provide direction and enhance motivation – and helping them learn how to stick to and achieve their goals. It is much easier to set a goal than to follow through on it. Most people do not need to be convinced to that goals are important; they need instruction

on setting effective goals and designing a program to achieve them. (Weinberg & Gould 2007, 346.)

“A key element in any goal-setting structure is constantly ongoing evaluation and feedback about the goals.” (Rovio, 2000).

Goal-setting is a way of bringing the future into the present so you can take action now. Goals improve performance. Goals improve the quality of practices. They clarify expectations and help increase self-confidence by seeing yourself getting better. (Mack & Casstevens 2001, 61.)

2.2 Types of goals

In the sports and exercise psychology literature, goals have been viewed as focused on outcome, performance or process. (Burton et al. 2001; Hardy et al., 1996 in Weinberg & Gould 2007, 346)

Outcome goals typically focuses on a competitive result of an event, such as winning a race, earning a medal, or scoring more points than opponent. Thus, achieving these goals depends not only on your own efforts but also on the ability and play of your opponent. You could play the best tennis match of your life and still lose, and thus you would fail to achieve your outcome goal of winning the match. (Weinberg & Gould 2007, 346.)

Performance goals focus on achieving standards or performance objectives independently of other competitors; usually on the basis of comparisons with one's own previous performances. For this reason performance goals tend to be more flexible and within your control. Running mile in 6 minutes 21 seconds and improving the percentage of successful slice- first serves from 70-80 % are examples of performance goals. (Weinberg & Gould 2007, 346.)

Process goals focuses on the actions an individual must engage in during performance to execute or perform well. For example, a swimmer may set goal of maintaining a long, stretched-out arm pull in her freestyle stroke; a basketball player may set a goal of squaring

up to the basket and releasing the ball at the peak of his jump. Interestingly, research by Kingston and Hardy (1997, in Weinberg & Gould 2007, 346.) has shown that process goals are particularly effective in positively influencing golfers' self-efficacy, cognitive anxiety, and confidence.

Major behavioral change does not occur overnight. Thus, both long- and short-term goal should be set, and research has demonstrated that both are important. Focusing only on long-term goals does not improve performance (Kyllo & Landers 1995, in Weinberg & Gould 2007, 352). Short- and long-term goals should be linked. Performer's long-term goals should be linked to a series of more immediate, short-term physical and psychological goals. This should create a progression of goals, starting with some that the person can achieve immediately and that lead to more difficult and distant objectives.

2.3 Evaluation and feedback about goals

Feedback about performance progress is absolutely essential if goals are going to effectively change performance and behavior. Yet too often coaches fail to provide evaluation and feedback concerning participant's goals. (Weinberg & Gould 2007, 352 – 353.)

For goals to be effective, people need summary feedback that reveals progress in relation to their goals. If they do not know how they are doing, it is difficult or impossible for them to adjust the level or direction of their effort or to adjust their performance strategies to match what the goal requires. (Locke & Latham, 2002.)

Goal evaluation strategies should be initiated at the beginning of the goal-setting program and continually implemented as the program progresses. The key is to be consistent. Coaches should provide specific feedback to athletes on how they are progressing toward their goals, in addition to the athletes' writing down their goals and recording their progress. (Weinberg & Gould 2007, 356.)

2.4 Feedback

People thirst for feedback. Exerciser hopes for a pat on the back, some telling instruction, and a camera to capture the moment she finally gets it right. To create an environment that fosters pleasure, growth, and mastery, professionals use motivational techniques based on principles of reinforcement. Feedback about performance can benefit participants in several ways, and two of the main functions are to motivate and to instruct. (Weinberg & Gould 2007, 132.)

2.4.1 Reinforcement

Reinforcement is the use of rewards and punishments that increase or decrease the likelihood of a similar response occurring in the future. Two basic premises underlie effective reinforcement: First, if doing something results in a good consequence (such as being rewarded), people will tend to repeat the behaviour to receive additional positive consequences; second, if doing something results in unpleasant consequence (such as being punished), people will tend to try not to repeat the behaviour so they can avoid more negative consequences. (Weinberg & Gould 2007, 126 – 127.)

Most coaches combine the positive and negative approaches in attempting to motivate and teach their athletes (Smith, Zane, Smoll & Coppel, 1983 in Weinberg & Gould 2007, 127). Quote by Rick Pitino, Louisville Basketball coach: You can program yourself to be positive. Being positive is a discipline... And more adversity you face, more positive you have to be. Being positive helps to build confidence and self – esteem which is critical to succeeding” (Pitino 1998, pp. 78 – 80 in Weinberg and Gould 2007, 127). Phil Jackson, nine – time NBA championship coach, uses 2 to 1 ratio of positive to negative feedback, although Positive Coaches Alliance, which trains youth sports coaches, recommends a 5 to 1 ratio. Jackson argues that at the professional level, it is hard to come up with five positive for every negative, but he does understand that players won’t listen to you if you simply attack them with criticism. He firmly believes that any message will be more effective if you pump up players’ egos’ before you bruise their egos. (Jackson 2004 in Weinberg & Gould 2007, 127.)

2.4.2 Performance feedback

Performance feedback helps participants by giving them information and feedback about the accuracy and success of their movements. This type of feedback is typically provided after completion of a response.

Feedback should be specific and linked to performance. Inform the athlete how to perform the skill correctly. Although many coaches provide extensive feedback to their athletes during their practices, unfortunately the types of feedback they provide often do not maximize learning and time on task. (Weinberg & Gould 2007, 132 & 135.)

2.5 Self-evaluation

The goal of the self-evaluation is to gain more knowledge about one-self. It is done by actively and cognitively reviewing one's experiences and the feedback that one has got from different sources. With self – evaluation, there are new possibilities to be found, but also one going through the process of self-evaluation has to test the limits and face the limitations of one-self. The individualization of learning processes and the evaluation of it, may lead into strengthening the ownership of learning process. (Keskinen et al. 2004, 136.)

Self-evaluation is also defined as one's ability to judge one's performance on certain task or exercise. It is a potentially powerful tool to because of its impact on one's performance through enhanced self-efficacy and increased intrinsic motivation. Evidence about the positive effect of self-evaluation on student performance is particularly convincing for difficult tasks. (Maehr & Stallings, 1972; Arter et al., 1994 in Rolheiser & Ross.)

2.6 Self-awareness

Self-awareness refers to the fact that how well the athlete knows one-self as a human being but also as an athlete and competitor. Great athletes often have tremendous self-awareness. They have a clear understanding of their strengths and weaknesses. They know when they are attempting to do too much such as using a weaker skill in critical moments of a game.

Great athletes also are realistic and recognize their capabilities and limitations. This does not mean they give up on their dreams or do not try to get better. Instead, they work with and on their limitations. In practice great athletes work hard to overcome limitations, and, during games they develop game plans and strategies to use their “weapons” or strengths against an opponent’s weakness. (Lauer)

Self-awareness includes recognition of our personality, our strengths and weaknesses, our likes and dislikes. Developing self-awareness can help us to recognize when we are stressed or under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others. (Wong 2003.)

The critical skill coaches are to develop in each athlete is self-awareness. Self-awareness is firstly made up of athletes understanding their own personality and behaviors. Through self-awareness, athletes learn about their strengths, limitations, motivations and needs. With their coach’s guidance, athletes can begin to self correct their technique, develop their own tactical approach and ultimately take complete responsibility for their training and game day performance. This all happens through a consultative approach with their coach. (Hanson 2009.)

2.7 Self-efficacy

Self-efficacy is the perception of one’s ability to perform a task successfully. It is also said to be a situational-specific for of self-confidence. It brings together two things that are always present in competition: Self-confidence and expectations. Self-efficacy is also related to goal-setting; those who exhibit high self-efficacy are more likely to set challenging goals. (Weinberg & Gould 2007, 332.)

2.8 Identity

Identity is perceived as the set of behavioural or personal characteristics by which the individual is recognized. It is also perceived as who you think and feel you are, and to a lesser extent, it’s who others perceive you to be. (Miller 2003, 76.)

The hockey-identity determines how you behave and perform inside the everyday life in hockey. It has been confirmed by professional hockey-players that understanding one's playing identity is a vital part of expertise of a hockey-player.

In order to improve one's professional identity, one has to perceive his or her work and participation valuable and to see the work as a part of a bigger concept. To be able to develop professional identity, there needs to be a conscious effort and objective to develop on the task. It is perceived that there should be understanding about the demands of one's profession as the possibility of one's success in the chosen profession is related to one's competence and the demands of the task in hand. (Miten omaa ammatti-identiteettiään voi kehittää? Kookas 2011.)

According to Eteläpelto & Vähäsantanen (2006, in Keski-Säntti 2008), professional identity means the perception of one-self, based on one's life-history. This includes questions, how one perceives him / her at the moment of observation in relation to one's work and profession and to what one wishes to become in his / her work and profession. The definition of professional identity includes also perceptions of one that one feels to belong, what one considers important and to what one wants to commit to in his / her work. The values, ethic dimensions, goals and beliefs are also part of professional identity.

2.9 Player-coach relationship

It is a common way to see the player-coach relationship as the coach is telling the player how to perform a desired task and the player not needing to participate on the process on other way than to perform. The coach is commonly perceived to be on the position of power and using that to communicate to the player on the "lower position".

There should be a sense of cooperation and thrust between the coach and the player. "If players don't thrust or respect their coach, then they won't be as willing to take on board what they say or do." "If coaches are to effectively coach their players through their methods and techniques, there needs to be a common ground of thrust and respect for that indi-

vidual, otherwise players won't be as willing to use that information in their physical or mental development. (Cucciardi et al. 2009.)

2.9.1 Communication

Communication occurs in two basic ways: interpersonally and intrapersonally. Usually when we talk about communicating, we mean interpersonal communication, which involves at least two people and a meaningful exchange. Intrapersonal communication, also known as self-talk, is the communication we have with our selves. What we say to ourselves usually helps shape and predicts how we act and perform. (Weinberg & Gould 2007, 230.)

The “both parties win” principle is not a method but a comprehensive philosophy of a human interaction. It is one of the six paradigms of interaction as the other five are: I win, you lose (Win/Lose); I lose, you win (Lose /win); Both loses (Lose/Lose); It is the most important that I win (Win) and finally, Both win or no deal (Win/Win or No Deal). (Covey 2009, 217-218.)

A person that has assimilated the principle is always aiming for benefit of the both parties with both ways, cognitively and emotionally. As there is a solution on place that satisfies both parties, they feel more ownership on the decision and possible proceedings. That way the stage is set for the cooperation instead of competition between the two. Most of us are leaning toward thinking either-or: Weak or Strong; To win or To lose. As they are doing so, they are committing a mistake, as this kind of mindset is based on exploitation of power or status, not the principles. The win-win principle is fuelled by the mindset that there is plenty to go around and that one's gain is not setting the other back and one's success is not restricting the other from succeeding. (Covey 2009, 217-218.)

The “Win-Win principle means that there is a third option to be acquired: we are not choosing either parties original proposal, but to find a better solution. (Covey 2009, 217-218)

Solution focused model is a practical strategy that provides tools for developmental issues and ways to work through problems. It is an effective way to solve problems and you can apply it working in either with individuals or in a group or team environment. The process includes evaluation that makes the development measurable. The model is not about handing over the right answer to your counterpart, rather than creating new ideas and working towards finding the goals of the counterpart and offering

different views on the matter. It should be noted that there are problems that cannot be solved, but there is always ways to find possible goals and resources to reach them. The process relies always on co-operation to work for the common good, whether you work with an individual or in team environment. (Hirvihuhta & Litovaara 2009, 62.)

“Instead of focusing on the real problem, one should think that the real problem may actually not be the real problem. The actual problem may lie in the way that the real problem was perceived and tried to be solved.” (Hirvihuhta & Litovaara 2009, 63.)

3 The action research

3.1 Defining the research

At the beginning of the project, there was a vision of implementing a goal-setting and self-evaluation program for an individual player in a hockey-team environment. The main emphasis was to gain practical knowledge about goal-setting and would it have an effect on the individual performance and development of the player. Other main component on the program was to activate the participating player to review and reflect his own actions by using self-evaluation. Self-evaluation was used after each game that the player played and also he evaluated how he did in relation to his short and long-term goals. Self-evaluation is also perceived as a tool to increase the players' self-awareness and that, along the hockey-identity of an individual player, are factors that should be more emphasized in the field of hockey as building-blocks to better performance during the game. Also there would be more individual approach to the players' performance as it has been a hot topic in the Finnish hockey-scene during the past few years.

The initial project was not done as an actual action research, but it can be reviewed as such. It will be presented as one during this thesis.

3.2 Theory behind the action research

Action research is used on multiple areas of science, but it is a really much used approach to the teacher-education and –research. In that sense, it fits also well to the field of hockey. (Aaltola & Valli 2010, 170.)

Action research is not seen as an actual research method, but rather a research strategic approach that can apply different research methods. The main characteristics of an actions research are the simultaneous existence of action and the research but also an aim to gain instant and practical benefit from the research. The goal of the action research is not just to research but also develop the action at the same time. (Aaltola & Valli 2010, 170.)

The action-research spiral (figure 1) is used to illustrate the progression of the action research.

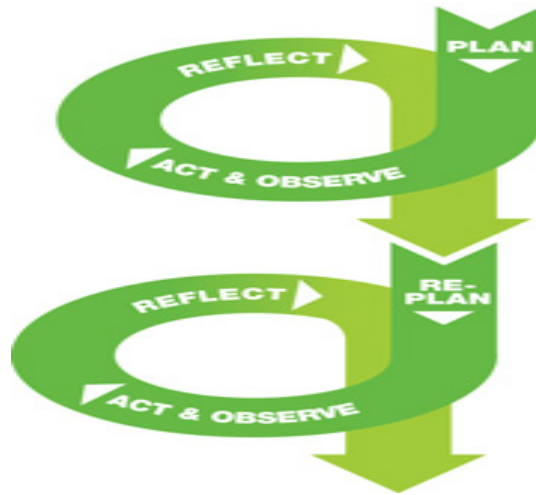


Figure 1: The action research spiral

One component to action research is ability to reflect. With the perceptions from reflection is used to gain more insight from the action and that way allows the participants to develop the action. (Aaltola & Valli 2010, 175.)

3.3 The role of the researcher in the action research

The ideal of qualitative researcher is perceived as one who applies different methods in a creative way to solve the problem in hand. According to the Hannu L.T Heikkinen, this kind of approach is also very much suitable for action research. The researcher is creative in many ways in using methods and materials to help solving the problem despite the fact that the methods and materials have been designed to another purpose. In the mind of the researcher, the usage of one's own creative thinking is a priority, rather than using the methods and materials correctly. (Aaltola & Valli 2010, 172.)

3.4 Research objectives

The objectives of the research were to find a model to develop individual player, to increase communication in the player-coach relationship, to increase the players' self-awareness and playing identity and to clarify the direction of the players' functions.

3.5 Action

3.5.1 Planning

At the beginning project was a practical part of the studies in the Psychology domain in Degree Programme of Sports and Leisure Management in the Finnish sports Institute in Vierumäki, Finland. There was a professional interest of me to see how goal-setting would affect the players' behaviour and performance and also to increase the players' awareness of his playing identity by self-evaluation.

I contacted a local club that had a player who was also a student in Vierumäki, but not on the same degree programme to ask for the permission to approach the player with a suggestion for him to participate in this project. I got the permission and contacted the player, who was willing to participate in the process. I knew the player from our time in Vierumäki and I had seen him play several times for the local club. Also his personality was very suitable for this kind of approach, as he was interested about his own development and finding new ways to improve his game.

The regular season was just starting as I contacted the player and agreed to start the program and the first meeting was scheduled. Before the first meeting the structure was planned with the main emphasis on the goal-setting and self-evaluation.

During the first meeting I introduced the idea to the player and talk it thoroughly through so the player would have a clear idea on the concept. We discussed his motivation and how he perceived his situation in terms of what he wanted for the season and how the process is aimed to help him towards getting where he wanted in the season. We took a player first approach to our functions as we set up plan of action. It was created to manufacture added value to the player and his practice and performance and not to be too big of a burden in his shoulders as he was also studying while playing on demanding league schedule. I wanted the communication to be open and honest from the beginning and that was one main component to the project and it would enable the instant feedback and development of the project. Also it would provide new ways to look at things from the players' perspective that is quite overlooked element in current coaching climate.

As we discussed his motivation and motivation in general, it was good stepping stone to take the conversation towards goal-setting. We went through different kind of goals and how they would fit our project, mostly from players' perspective. The idea behind this was to introduce the goal-setting frame-work in general so the player would have an idea on what kind of goals he would set for the season. I wanted the player to be active on the process of goal-setting because that would enable him to take more ownership and commitment. Blended in the conversation was also the self-evaluation. I had prepared a form (appendix 1) that the player would use to evaluate his performance after each game he played. On the top of the form were some basic spots to fill, such as opposition, time and date of the game, game location, segment of the season and the role that the player would have in the game (the forward-line that he played in, did he receive power-play time, did he kill penalties). These questions provided data about the players' performance that would be gathered to an excel-sheet (appendix 2). The data would expose performance tendencies that could be tackled with goal-setting or some other tools. Also very important part of the evaluation form was obviously the actual evaluations.

There would be a numerical evaluation for both the players' individual performance but I also asked him to evaluate his perception of teams' performance. Both evaluations would be done by using the scale from 1 to 5, with 1 being the lowest and 5 being the highest. Then there would be evaluations to be made from each of the three periods as the player would break down his performance. There were separate slots for positive and negative observations from each period. The same would be used for evaluating the performance as a whole. At the bottom of the form was a slot for open comments where the player could write his thoughts and feelings that would be in his mind. One idea to implement the goal-setting to the numerical self-evaluation was to maybe set a goal to have certain average of performance evaluation number, but this idea was never perceived as one to use. As we discussed the goal-setting theory and practise we did the same with the self-evaluation. By the way of communicating openly and opening the terms actual terminology I wanted to pass more knowledge to the player and that way help the player to process his thinking and give him reasons that were underlying some things that we would be doing.

The other benefit that I wanted to create through the self-evaluation to the player was to enhance his understanding of his actions and identity as a hockey player. We decided to have a two game implementation segment and during that time the player was to practice the self-evaluation after the games. That would start the process of understanding his identity more thoroughly and to kick-start one main component of the project, the self-evaluation. At the same time I scouted the player during a home game by breaking down all his shifts that he played and reviewed it afterwards. To gain more opinions about the player, I discussed a lot with other coaches and students that have good knowledge of the player. That was to gain broader view of the players' ability and current status in his team. That would be needed to be able to talk help set the goals that would be the best possible to the player based also on the theory of the goal-setting. The potential of the player that was perceived by multiple people that I talked to made the project even more intriguing as there were many people willing to see the player capitalize his potential. The confirmation of the players' potential and the added value from this structure was one main cornerstone in component of communication towards the player, as the communication and effort was aimed to help him to capitalize it.

At the second meeting, that was held after the two game implementation period, we discussed the players experiences on the self-evaluation. We also reviewed the evaluation-form and discussed potential changes to it, but it was decided to be left as it was. The first experiences of self-evaluation were positive. It was a good thing moving forwards. During the second meeting I presented a segmentation of the teams' schedule that was done to break down the season to support the goal-setting process. We decided to set three main, long-term goals until Christmas-break and use the segments to set the supporting short-term goals for each segment. There would be 23 games before Christmas-break and they would be divided to five segments.

The initial idea was to structure two bigger segments that would be further divided to two and three segments each. That idea was dismissed. At the same time it was decided that the project would go on until Christmas break and then we would review it to whether keep going or to shut it down. The goals would be finalized on the third meeting and the actual project would start nine days after the third meeting. After each segment the player would

evaluate his performance with a form (appendix 3) that had slots for numerical (1 – 5) evaluation of each goal and also a slot to written evaluation and comments about how he succeeded in relation to the goals. The form also contained similar structure to evaluate and comment his life-management and his evaluation on his practise. At the bottom was a slot for open comments and thoughts that he might have in his mind.

During the second meeting the expansion of this project started to happen, as the individual coaching was mentioned in the meeting. That would be a natural development to the actual idea, as my role was to guide the player on setting goals and to give feedback to the player based on my perceptions of his practise and his games. Only limitation from the regular player-coach relationship was that I wasn't involved with players team in any way so I was not able to train the player on the ice nor I did not have the real insight about the team functions. That might have also been a beneficial, as I was able to work without any pressure of the team performance or any other duties. I was able to concentrate only to one player. So even in the planning-phase the project got some new dimensions as we found our way of working.

The way we wanted to work on the project was that we would have a meeting once a week, mostly due to our school-schedules, on Monday morning. I changed the segmentation so that there would always be break between the segments so that we could get together and have a meeting to review the past and set goals to the following segment. During the meetings we would review the past week and what was going on in the players' progress in terms of playing and other concerns. I would pick up some parts from the players self-evaluations, that he usually would send me on Sunday, to reinforce his performance. Also we would discuss my perceptions from the practices and games, as it was agreed that I would attend every home-game of the team, but also at least one practice per week. Attending the practise was to gain information of his practise behaviour but also to see how the team practises could be beneficial to the project. At the end of the second meeting I asked the player to start to gear up the process of actual goal-setting as we would set the goals on the third meeting.

By the time of third meeting I had come up with an idea what the goals and the subject structure would look like based on the potential of the player and the concrete elements in-

side it. In the third meeting we discussed the goals and player had a similar idea about the goals and then the three main goals were set. Then the next step was to set short term goals for the first segment to support the long-term goals. The actual project would start in two days with the first game.

At the very beginning it was immediately communicated that this would be a win-win-win situation what would benefit all parties involved; the player, his team and the researcher. The player would get added value in terms of individual consultation and feedback through the project structure, his team would have an individual that would perform better and the researcher would gain professional experience to use in his studies and also in future employment.

3.5.2 Action & observations

The first segment consisted five games, two away games and three games at home. The actual project got to positive start, as the player wrote in the evaluation of the very first game that goal-setting was helping him to focus on particular elements that we wanted him to improve on. In reviewing his evaluations, there started to be issues that were repeated numerous times, and it gave us information to consider moving forwards. The issues were discussed in the weekly meetings and eventually it provided spot-on information to help on the next segments goals and to provide feedback about the project. It also proved that our model would provide good information to both of us to move forwards but also it expanded the player-coach communication to higher level.

Observing the players ability to evaluate his performances, it was noticeable that he was able to produce at least satisfying amount of text, but more importantly, he was able to make interesting and honest evaluations about his performance. In the weekly meeting I wanted to reinforce and promote his good evaluations. Other thing that was discussed in the meeting was players' perception about the relation between goal-setting and his performance. As it was written in his evaluations, there was direct relation with the direction of his efforts due to the goals that were set. The player was given a video of all his shifts in the third game in the first segment. We reviewed it together during a meeting and discussed his performance

throughout. The video feedback was given to him four times during the season. More would have been suitable, but the resources did not give us the chance to do it.

In the evaluation of the first segment, the player perceived the segment as successful and the first experiences about the structure of the project were good. There was added value to be gained through the project. As he evaluated the goals of the first segment, he felt that he wanted to continue with the similar goals to the next segment, which was a good thing in terms of building a solid platform to his game. He made some minor adjustments to the goals, but the purpose was the same as in the first segment. In the segment-evaluation he made honest observations about his life-management and training. There was some room for improvement, and we wanted that to be better throughout the season.

During the first segment, the player suffered a minor injury to his upper body, and that caused little concern to the player going forward. It was visible that the injury held him back during the second segment, as he felt that his physical performance level was not as good as it should be as he missed one week of practise and was little cautious about the injury when he came back to the line-up. In all, the player felt he struggled through the second segment and he was able to improve his performance towards the end of the segment. It was good to carry that momentum over to the next segment.

There had been an observation that the performance level of the player was varying between and inside the games as the player started the games well but felt that he was not able to sustain the level of play through 60 minutes of play. That was targeted in goal-setting for the third segment as one of three goals. The goals were always designed to support the long-term goals, and we also reminded ourselves once in a while during the meetings that all the effort was to be put towards to achieving them and that they would be always on the sights. The importance of visual reminders about the goals was communicated to the player, and suggested that he would find the way to remind himself about the goals every day. It is not written in stone that where and what kind the reminders should be, but to find the way that would work best for the player. This is again issue that can be contributed to player-first approach of the project and the idea of player knowing him-self and having ability to lead him-self.

The third segment included four games and the team struggled during the segment. Also the player felt that his confidence was lower than normally as he was not able to contribute to the team performance as much as he wanted. In a meeting with the player we discussed the approach on staying positive and focusing on his own game. To enhance his confidence and positive approach, we discussed imagery as a way to build confidence, as I asked him to visualize his positive performances from the past and even before the game he could visualize what he is going to do during the game. This approach had been discussed briefly before during the project. The positive self-talk was also a factor that I wanted to reinforce to him. It would save energy to stay positive and I wanted him to consciously stay positive if negativity started to take over. The team lost first three games of the segment, but did win the last one. As the player wrote in the segment-evaluation, the result of the fourth game would again have a positive carry-over to the next segment. He felt that his performance level was still varying inside the game and he wrote that it was mostly due to the result of the game. He felt that he started most games well and he had good preparation before the game, but as the game went on the game-situations would affect his performance, mostly negatively. Again I reinforced to him just to make sure that he would focus on his own game and the goals that he has set. Obviously it is a team-game and the player cared highly for his team and wanted to succeed. We felt that the best way for him would be just to do his job as well as he could.

As the team had a busy schedule, the training that the team had was mostly light and player felt that he could have done more in terms of maintenance. Also he wrote that his studying schedule was more intense and he had many early morning classes, which affected his sleep-rhythm as he felt that he was not able to fall asleep as early after the games as would be ideal. This is a common issue on the league that the player played in, as it is not a professional league and majority of the players are studying or have a regular job while playing. Also there are away games during the weeks and the travel time varies quite a lot as the teams are located all over Finland.

There would be still two segments to go until Christmas-break, total of nine games. As we entered the fourth segment, the every-day life of the project had been settled and the player

was able to set his goals really well to support the long-term goals, and he was able to give reasons behind his decision about choosing the goals. He wanted to proceed with the same goals as in the last segment, as there he was not fully satisfied with his performance during the previous segment.

There were changes during the fourth segment on the players' time on ice, as he did not play on the power-play and rarely on the penalty-kill. To back that up, the numerical rating of his evaluated performance had been trending down. He felt that he would have more energy than he was showing on the ice. I wanted to challenge him to show that energy that he said he had, but also to show that he could contribute within the reduced ice-time. I wanted him to leave his mark on the game, no matter how much he played. There was no use of holding on to negative things occurring, rather than staying positive and having pride in his game and how he performed. Finally he got a good performance in the fourth game of the segment. Unfortunately he felt that his good effort was lost as the team lost the game. Still, it had an increasing effect on the confidence of the player. That good performance increased his ice-time in the next game. As he evaluated his fourth segment, he felt that he was able to perform on a stable level during the games, which had been an issue during the season. He was happy to have one of the best performances of the season during the segment and to take the confidence with him going to the last segment. Also he evaluated his practice as been better than before, and that he was able to transfer things from on-ice practice more to the actual game-situations.

As it was going to be the last segment before Christmas, we looked closely on the performance-graph (appendix 4) that had been collected during the project. It had been used before to give the player a visual indication on to see how his performances trended during segments (appendix 5), but also in bigger picture as a whole season. During the fifth segment, the team would face teams that the player had had his better performances against. It was discussed during the weekly meeting, and I wanted him to remember things that he did to perform well against the teams before.

The team lost the first game and player felt that he did not contribute much to the game. The second game was against a power-house team of the league and the team came away

with one of better performances of the season, similar to the game five of this project which had similar outcome. Player evaluated his performance and found little to critique in his performance. The team took the momentum of the good performance and won the last three games of the segment. It also marked the players' best segment by far. He evaluated his performances really high and he was able to contribute to the team the way he wanted to. It was rewarding to see him break-out at the end of his long-term goals. In his segment evaluation all his short-term goals were accomplished with a good grade (4). He evaluated his practice also with the same grade (4), but also his life-management was evaluated as a four. Again the study-schedule affected his life-management grade, as there was a light schedule in the studies. Next step would be to evaluate his performance related to his long-term goals. We would also have a meeting to review the project and make a decision on whether to move on with it or to shut it down.

The last meeting before Christmas was longer one than the regular ones, as there were lots of things on the agenda. First we discussed his last segment, which was the best segment of the project so far. After that we went on to review his long-term goals based on his evaluation (appendix 6), but also observations from me and other people who had seen him play. The feedback from people on the outside was mostly positive and they also saw changes in his play. I agreed with those views and most importantly, so did the player. The evaluation of his long-term goals was also similar to the views from the outside, he perceived that he performed well according to the goals set, and he gave above average grades on each goal, but even more importantly the player was able to produce really good and thorough evaluations about his performance and that way we could tell that he had increased his self-awareness and understood his identity better than before. He also commented in his long-term goal evaluation that the project had been great and he would be looking for the spring-part of the season.

As we continued to review his season so far, I handed out printed versions of the performance graphs from the last segment and from the whole project. To support that, I had printed an excel-sheet that had all the numerical data collected and two separate prints that where I had sorted his numerical evaluations based on home and away games. That would also provide him with further information about the possible issues that he wanted to target

in the spring-part of the season, as it was decided that we would continue on the similar path.

At the last meeting we reviewed the daily functions of the project, whether there would be something to change or if there would be something more to build around the current structure. We were looking for possible answers to the question: Is there an issue or an element that would create more added values by changing it or introducing it? The idea behind that was the awareness of our own actions during the project, both by the player but also myself. We decide to move on with the same way as before.

As we moved on, there was the same protocol to follow as at the beginning of the project: first set the long-term goals and from that, break it down to se short-term segment goals. As the player had a good understanding about the goals to set, he would process the goals by him-self. To support the goal-setting and to enhance the self-awareness of the player, I gave him a scouting-report (appendix 7) to fill by him-self. The scouting reports are mostly done by people looking from outside in, but I wanted to test the idea other way around and it might also help him to come up with some qualities to target by the goals.

We would set a first meeting after the New Year and before the season progressed. The player had sent me the goals for the spring-part of the season in time for the meeting. We still discussed the first part of the project and how we could build on the things that we had done and what we could build on. I wanted still to reinforce the players' good performance right before Christmas to build on by showing him parts of evaluations. It would basically be so that the player would reinforce him-self trough his consultant by his own evaluations.

It was also pleasant to observe that the player had set really suitable goals and he felt excited about them and the team was also on the hunt for the play-off position on the standings.

There were 16 games to be played in the spring-part of the season, and we divided those 16 games to four segments. First segments would be five games, then two four-game segments and to close out the regular season, a three-game segment. Hopefully after that, there would be the play-offs.

The first segment started well as the team won the first game after the break on the shoot-out. It was visible in the evaluation of the player that he had raised his own level of demand and he was enthusiastic about the final part of the season. He wanted to do more to contribute on the team through his own game.

The team lost the following game and the player did not get much ice-time as he did not play on the special-teams. Yet he still evaluated that he played his game when he got to the ice and evaluated his performance above average. In the third game the team came away with a win but the team struggled in the next game as the player played one of his best games on the spring-part of the season. To close out the first segment the team lost second game in a row in a game which was quite uneventful from the individual perspective of the player. He mentioned that he felt really good before the game, but as the game proceeded, he was never able to use the readiness as the game unfolded and he felt disappointed about it. In the segment-evaluation he still felt that he had a decent segment. He evaluated his goals above average and his training and life- management were evaluated strong. He was working hard and was really committed to his cause. Unfortunately from the teams' perspective, which would obviously affect the individuals on the team, they would not win a single game during the season anymore.

The second segment started with a crucial game from the teams' perspective. It was a must win situation for the team and the player also felt pumped for the game, he wanted a strong performance. The game started well as the player wrote in his evaluation that his play in first period was good. Then suddenly his line was benched for a while and during the first shift back on the ice, they got scored on. The player wrote that he was able to overcome the situation and felt he could play his game again as the first period closed. The second period started with similar proceedings, as the players line started strongly. Yet again, an individual mistake led his line to get scored on again, and then his ice-time was cut back even more. After the game he was disappointed about the performance through-out the line-up, including him-self. He found still positive things in his evaluation but still commented how tough it was to overcome the setbacks during the game, even if he did not have anything to do with the actual plays that caused his line getting scored on.

The meetings that we held weekly, in same fashion as through-out the project, were more casual during the spring-part of the season. This was as the ways of working were strongly on place and the player's evaluations-skill was at the good level, but it could also be contributes to the mutual thrust that had been build during the project. It was a good forum to discuss his play, the situation inside the team and how he could help the team during the hard times that the team was facing, but also for the player to release some frustration about the situation. During the hard times in the team the player felt that he gained motivation through this structure and again it would be a testament on the validity of this project.

The second segment-evaluation was on good note and he found good things about his game even if the team was struggling. He wanted to control things that he could control. It was noticeable that his evaluations had increased even more in terms of the amount of written substance.

The third segment included four games. The segment-goals were again set and discussed in the meeting to move forwards. The player had played on quite stable level in terms of his numerical evaluations and the perceptions also backed that up. He still wanted to finish the season strongly as all the games were important with the team as they were now fighting to avoid relegation. During the third segment he got ice-time also at the decisive moments of the games, which was a boost for his confidence. Unfortunately they were not able to turn the tight games to their advantage. The player had further established his preparations to good level and he felt energized during the games and he felt that he was now more in control of his own performance despite the negative situations in the game. He had also established his life-management and training grades to strong level. In the segment-evaluation he mentioned that the segment was better than the previous one and he enjoyed the games as they were tightly contested and really important as they were still fighting to avoid relegation. There would be three games left in the season. He wanted to give it all that he got and approach the games on a positive mindset to enjoy playing in important games.

During the last meeting during the active process, I asked the player whether he would like to be rewarded if he would reach the goals set for the last segment. Would he feel more mo-

tivation with the reward? We set a possible reward, but it was not as effective as it could have been, it felt like it was artificial. But this is also a matter of the motivation of the player and he was strongly intrinsically motivated and the team success was other source of motivation.

The fourth segment started with a loss, but he was still evaluating his performance in honest, yet positive way. The second last game of the season was a hard-fought one, but still they were not able to get a win and the last game would be a decisive game in terms of relegation. In the final day of the schedule they managed to maintain the teams place in the league even though they lost their game, because yet the other team that they were competing against lost their game too. That would mark the end of the season for the team and obviously for the player. The team finished 10th among 12 teams playing in the league. They missed the play-offs by 28 points but were able to avoid relegation by two points. To close out our project there was still evaluations to be done on the segment and on the long-term goals. Also I asked the player to answer on the feedback-questionnaire (appendix 8) that would include questions to evaluate things that we wanted to evaluate after the season about playing identity, performance production, performance evaluation and confidence management.

The final segment-evaluation had the similar trend in training and life-management as had been maintained throughout the spring-season. The second game was perceived as his best during the segment but still it was a portrait for the whole season. Despite a decent effort they were not able to produce enough offence to win the game. Similarly, on the individual level the player had effort and will in his game, but the results did not come as we would have like them to come. He felt that the team did not play with required emotion on the match to match basis. He evaluated him-self in some issues as better than in the previous segment, but as the team struggled, he did not feel particularly satisfied with them.

The long-term goal evaluation was marked by the disappointment as the team lost majority of their matches in the spring-part of the season. The player wrote that he had big expectations for the spring-part of the season as he felt that he had good first half of the season. He usually has played strongly on the latter part of the season, but unfortunately it was not the case this time around. He went on to mention that the past part of the season was the most

disappointing end of the season that he had had during his career as the team did not play well and he felt that he did not get the opportunity that he would have liked to have. From the three long-term goals that were set, he evaluated two above average but on below the average. The one that was below average was also related to one main component of the team-play that they unfortunately struggled throughout the season and the player felt that he did not improve on it as much as he would have liked to.

We would once more sit down to review to whole project. The player had answered the questions in the feed-back questionnaire, but also we would informally discuss about the project. The conclusion was that the project had been a positive surprise to both of us as it was the first time that we had been involved in something like this. We had been able to structure added value to the player but also benefitted myself more than I could have anticipated. The structure had enabled the player to reach his goals in positive way, but also we created a tool that would increase the player-coach communication and adjust it to a different perspective. The player felt that he knew his identity better than before starting the project, but it also gave plenty to think how this kind of approach would be build around each member of a team, not just one. One main benefit was the insight from the player about his feelings and how he felt about things that would be used to enhance his performance. The fact that one thing might work with one individual may not work with other should always be remembered. To conclude, the project was a memorable one, not just one mandatory project to pass the course in the studies.

3.6 Results and reflections

3.6.1 General

The material that was gathered during the project can be perceived as a result of the research as the material serves as building blocks of the model that was developed. As the project was done, the material was reviewed thoroughly based on the objectives of the project and how the material supported the objectives. This was done in cooperation with the player as he had really good position to evaluate the functional material of the project from the standpoint of a player that is being through the process. The material consisted of the evaluation forms, meeting memos, personal notes, performance data collection and feedback questionnaire.

During the project, we established a model for individual development in hockey, but also a model to enhance the self-awareness of the player and player-coach relationship and communication. The individual development was enabled by goal-setting as the direction for the players' effort was determined. It was evident that if you put effort and your mind in to it, you have a good change to develop in the cause. As the goals set provided the direction, the self-evaluation provided the follow-up on how the player stayed in the course. As the player was the one evaluating him-self, he was basically responsible only to him-self, but that also provided more ownership on the project. The fact that player was enabled to take further responsibility on his own functions during the season also proved that players are willing to do more if there is added value to be gained and more importantly there is motivation to do the extra work. Mostly players are interested in their development if it is communicated well to them and it is important to build a win-win situation to using the model.

The model could be used in the team-environment or with an outside consultant and it can be used with players in different stages of their development. The usage of the model would give the change to the player to be more self-lead as there would be strengthened understanding about their playing identity but also understanding about how they manage their lives and how they practice. It would also enable the player to be an active participant in his own learning and development in comparison to the authoritarian approach, in which players are only doing as told to do.

As I wasn't part of the team that the player played for, made this project different, with some limitations but also with some benefits. As for the limitation, I was not fully aware of the team tactics and how the player was incorporated to them. Also we would work together neither on nor off the ice during the practices. I did not have access to the teams' game-videos and statistics and I could not be around to sense the atmosphere and team-dynamics during the season. The benefits of being outside of the team included the chance to concentrate to only one player for the whole season and there was not as much pressure that there would be if I would have been part of the team staff. Yet as said before, the model can be used in term environment but also with an outside consultant.

3.6.2 Season division

As described previously, during the project the season was divided to smaller segments. First division was to put the season in to two segments as the project was agreed to go on until Christmas-break in the teams' schedule. From that on the season was further divided to smaller segments consisting number of games from three being the smallest amount to maximum of five games.

On the goal-setting perspective the segmentation supported the long-term, short-term goal-structure. It also broke down the season so effort can be directed to smaller pieces at the time instead of working through the whole season as one. It was communicated by the player that it is beneficial to have good segmentation and he felt that the segmentation was successful in our project.

It should be noted that the segmentation should be done so that there is good time to review the short-term goals and to have time to set new goals to the following segment.

3.6.3 Getting to know the player before the start

The model that was established during the project can be used in various areas that the improvement is preferred. Vital information is that what is being tried to achieve with using the model.

If the information about the player is not on the hand, there should be time used to externally evaluate the players' profile so there would be understanding of the current stage of the player. That information of the player is important in terms of directing the project towards the wanted outcome. A person, who is the managing figure in using this kind of model, should know the players tendencies during the everyday life in both on and off the ice and how he manages him-self in terms of competition. The main idea is to help the player to perform better and to be better more often, so understanding the possible bottlenecks of the performance is really important.

A further development in the process of knowing the player more thoroughly would be to determine one's self-image. That would provide more information on different aspects about the player to use for the development purposes.

If the model is used in the team environment, the sources of direction can be teams' style of play, team-culture and team-values as by identifying what are the requirements of a player that is part of team-functions.

3.6.4 Goal-setting

Goal-setting is known to be a strong method for affecting behavior. It was observed during this project and should be a key-element of individual development in every sport, not just hockey. Goal-setting will give the participating player direction that the player aims his / her efforts toward. It is considered very important that the player is an active participant in the goal-setting process, as it will produce ownership to the player about his development. The role of the coach should be to direct and cooperate with the player as the goals are being set and to try to find solutions and tool to help the player to perform better and eventually reach the goals set. This is a factor that should be taken into consideration as the model is being used in general. During our project the player felt that it was important and motivating to notice that project was done in cooperation and both parties put in a strong effort to help the player to reach his goals.

As the goals are set, they should be set to be within the reach, but there should be still a certain level of challenge to reach the goals. It has been studied that people with high self-efficacy will set more challenging goal (Weinberg & Gould 2007, 332). This will also be important factor to consider at the start of the project, as coach should be monitoring and discussing the goals with the player so that the goals are suitable for the player participating. Also understanding the situation that the athlete is at the certain moment should be perceived with expertise to set the right goals for the right time, whether short-term or long-term.

During this project the player felt that the goals were set well and he felt that as he started to take more responsibility, he gained more ownership to the project and got further motivated. He also felt that the structure in goal-setting was successful as the short-term goals were supporting well the long-term goals. It was interesting to note as the player opened up and explained the goals in writing while they were set, the tone of the goals set was reinforcing and it reminded of a positive self-talk, as the player was gearing up his efforts towards certain goals.

It should be noted that people find motivation from different sources and that should affect the type of goals that are set. Also there could be discussion from the start of the project about the possible rewards if the player reaches his goals, as there should be a sense of accomplishment as the goal is reached. The reward might increase the drive in the player to work even harder towards his goals but if the reward is artificial in sense of meaning to the player, it might have even decreasing effect on effort. The player in this case said that he had a sense of accomplishment when he felt that he had succeeded in relation to the goals. We didn't have any specific rewards for reaching the goals instead of the last segment of the season that when it was introduced. It was maybe a little too late and reward felt little artificial. In team-environment the rewards could be integrated more to the team and could be used to enhance the team-cohesion as individual can make their goals public and that way other team-members would be aware of their team-mate goals.

The player set and evaluated six long-term goals and 33 goals, which was combination of 6 long-term goals (3+3) and 27 short-term goals (15+12). During the first part of the season that went on to the Christmas-break his average evaluation of the short term goals was 3.3 on the scale from one to five. It should be noted that there was segments that he wanted to maintain the same goals for the next segment if he was not satisfied with his level of performance in relation to the goals set. In the spring-part of the season the number of short-term goals was 12 and his average of evaluation was 3.2. The number of the goals was smaller as the schedule was balanced so that there were more games played before Christmas.

His evaluation average on the long-term goals for the first part of the season was 3.5 on the scale from one to five. For the spring-part of the season his average of evaluation was 2.67.

It is interesting to notice in comparison to the average of the short-term goals, that the average evaluation of short-term goals was significantly higher during the spring-part of the season than the evaluation average of the long-term goals. The player mentioned that the low evaluation of the long-term goals on the spring-part of the season were affected by the teams struggles as they lost over ten games in a row to close the regular season and his lack of quality ice-time during games.

The total average of all goals that were evaluated was 3.23 on the scale from one to five. This is well above the average of the scale (2.5). This is still not comprehensive indication that the player is better than he was before the project started, as there are no definite measurements available that would give the answer whether he is better player, as the player put it in his own words: “The results of the season were little disappointing and even though I feel that have developed, I cannot say for sure that I am better player than a year ago.” Still he felt that he gained motivation and put effort even more to the details with the help of the structure.

3.6.5 Communication

As one of the goals of the project was to increase communication between the coach and the player, the project was successful, as the communication from the player to the coach was increased significantly through the evaluations and weekly meetings. It gave much more quality information to the coach than the common player-coach relationship, that usually consist less communication and its source is mostly different. Now the communication through the evaluations was honest, thorough and came straight from where it should be coming, the player. It enabled the coach to be more aware on the players’ state and feelings through the season.

The evaluations with the weekly meetings were perceived mentally important to the player, as there were chances to talk and communicate through all the issues that were needed to be addressed and he may not have been able to talk through those within the team functions. This was not to dismiss the team functions, rather than he felt that there was a thrust established in this structure and this kind of player-coach relationship. This was also one main

result of this kind structure and this kind of player-first approach. The invention of using the player's evaluations as reinforcement to the player also expanded the amount of feedback to the player. Feedback and reinforcement are vital elements in order to strengthen ones confidence and understanding his performance habits and that was increasing ones identity. The amount of feedback was increased as also during the meeting the player received feedback and reinforcement though the perceptions of the coach from the games and practices attended. Player also received video-feedback four times during the project. It would have been preferred to use more video-feedback but I did not have access to the teams' game-videos.

The video-feedback was done by filming the players' shifts with a regular video-camera and then transferred to the DVD-disk. The player felt the video-feedback was really beneficial and the player perceived, when suggested, that video-feedback from the practice situation would have been good implementation to the feedback. Video-feedback from the practice situation would give more information to the player about his training-habits but also a chance to see technical execution of certain skill. To give the player more information and feedback on his skating, his skating was filmed, edited and presented with model executions to compare. This is a good tool to enhance the players' understanding of his way of skating, but also the increase the process of increasing self-consciousness.

From the beginning of the project the communication was a key element in the project. It is really important to communicate the ways of work, expectations, roles and the purpose of the project thoroughly before the start of using this model. That was well done in this project and the player perceived the communication in the beginning really important and good to get the project to a good start.

3.6.6 Evaluations

The evaluation was aimed to enhance the players' self-awareness but also to follow up the players' performance and the goals that were set. The evaluation-part filled the expectations that it carried. It proved to be a binding factor to the whole process as the evaluations would enable the coach to get more information from the player about his performance but to di-

rect the process to certain direction based on the information gathered by them. It was clear that it extended the amount of communication between the player and the coach. As it turned out, the player gave feedback and reinforcement to him-self through the evaluations as parts of it were presented back to him during the meetings as reinforcement.

The player also noted that it was important that once the evaluation was done, it was mentally easier to proceed to the future games as the previous game was processed in his mind, learned from and put to rest.

During this project the player evaluated his performance in 39 games. After the project he felt that he understands his own game and his identity as a hockey player better than before starting of the evaluations. So to say, he has increased his self-awareness during the project and mentioned that now he has more thorough understanding about his strengths and weaknesses as a player. Also he felt that he had gained more intrinsic motivation from being part of the project.

The time-line for the evaluation will vary between individuals, as it is one thing to consider while communicating the model to the player. It is a matter of finding the right way to the individual using the model. During our project the player filled the evaluation mostly one day after the game.

Possible development stages to the evaluation could be the player being evaluated by his coach in the similar fashion after each game, but also to have the players peers evaluating their team-mate.

The forms that were used in this project had enquiries that helped to gather data about the players' performance environment, for example whether the game was played at home or on the road and what was the opposite team. The variables in the forms could be changed or modified to serve the purpose of different data to gather. To fill the slots in the form did not take too much time, yet the information was still useful.

One main component on the evaluations was that the player would evaluate his performance in writing. That opinion was shared by the player, as he agreed that the written evaluation was preferred. It would enhance the process of the player actually processing and reviewing his performance and that way increasing his self-awareness. It would have been too easy and not suitable for the purpose of the project to evaluate his performance only numerically.

To support the perception of the benefit of written self-evaluation, Mikko Mäenpää, a professional hockey-player, comments his own approach to processing each game as follows: “After each game I process the game in writing as what happened and why. When the game has been processed, written about and filed in the archive, then the game is put to rest. This kind of structure will prevent the cumulative frustration to creep in to your head.” (IS Veikkaaja 14 2011, 21.) The evaluation process and the whole approach to processing each game at the time could be concluded as that the game is not over until you have learned from it.

The team-performance was reviewed in the same form as the individual performance, but just with the numerical rate. One purpose of the team-rating was to gain information on the trend on how player played in relation to team-performance, as for example if the team was playing well, was the player playing well also? Or did the team-performance have an effect on the players own evaluated rating? One suggestion would be to separate the evaluation of the team-performance to a different form, possibly a one with also slots for the written evaluations as in the forms for the individual performance.

The rating that we used was from one to five. The meaning of each rating was not opened up. It could have been more specific to open the ratings up and give guidelines to each rating. As the player did the evaluations, he was the key to the ratings, knowing what the criteria for each rating were.

3.6.7 Performance data

The data gathered by the forms was collected to an excel-sheet to process. With the help of the excel-software, the data was able to be processed to different visual forms and to sort

out the data with preferred variables, for example how player performed against certain opposition or how was his performance trending in home and away games. It gave options in presenting the data also to the player, not just for the coach, as the graphs on the performance level were printed to support the follow-up of the progression. The performance-graph is a useful part of this model as coaches and players alike are looking for a consistent a good level of performance. The graph gives an honest description of the trends from the chosen issue. The way of presenting data on that kind of visual form can be applied to various issues and from that there can be new information gained to direct the efforts of the player.

In the sheet that the data was collected, there could have been more basic statistical information about every game on the individual level. Also, addition of the game-result, it would have been good to have to have more information variables to compare the evaluated performance, in both team and individual vice.

To consider that the consultant in this process was not part of the actual team, he did not have access to the possible measurements and statistics that the team might have collected during the season. During the season that the project took place, the league web-site had limited statistics about each individual player. That has changed, and now there is a possibility to follow each players' time on ice or even their shift-lengths during the games of this particular league. That would be a useful resource to easily gain more data about the players' functions.

4 Discussion

4.1 The research method

The project fulfilled the description of an action research. The spiral of the action research has four stages in it: plan, action, observation and reflection. It can be said that the first part of the season was one round of the spiral in the big picture. The stages were clearly defined, as there was a planning-stage before the actual process started, then we entered the action-stage as the project got underway. During the project, there were constant observations about the project functions and then as the Christmas-break came, we were in the reflection-stage from which it started again, with the reflections used as a base of the new plan. Similar structure happened during the spring-part of the season, but that time our project was shut down, but the reflections have been already used on planning the next installation of the model in a complete team-environment.

To further compare the project to the theory of the action research, it met the description as the aim is to gain instant and practical benefit from the research. This was met by improving the model, improving ways to work during the model, getting information from the player about his perceptions of the model but also gaining instant benefit to the player in terms of extended feedback and reinforcement and improving his self-awareness and understanding his identity and guiding his efforts to certain direction.

One practical benefit during the project was strengthening the coaching philosophy of myself as the model started producing information from the player that I had basically never experienced before in that extend and the player-coach relationship was present in the different way than in general hockey-coaching landscape. The project did even further strengthen the perception that the coaches' role is to be there to help the player and that would be the way to gain success. Bo Hanson, a four-time Olympian, describes his view of the player-first approach on the following way:

This philosophy creates more consistent and higher performing athletes. The key reason this outcome is achieved is due to athletes learning to take more responsibility and ownership over their performances in their sport. When athletes take greater responsibility and have ownership of their results, they begin to understand what behaviors contribute to high performance and which ones to poor performance. Through this development of self-awareness, athletes learn to self-correct their technique and tactical play. They learn to make better decisions on the field or in a race, when it matters the most. (Hanson 2009.)

The role of the researcher was also met by the demands of the role of researcher in the action study. Methods were used in creative way, for example using the players' evaluations as a feedback and reinforcement. There was constant observation going on during the project to get more instant benefit but to also process the future plans for developing the model. The constant will to develop and review the action and adjust the plans in the way of action research-principle present also a good approach to everyday coaching in general.

4.2 General

This kind of model is a very good way to enhance the individual development of the player. It enables the player to be more aware of one-self and from that the understanding of identity increases. The knowledge of one's identity provides information to the individual in terms of in what stage of development the player is at the moment and what would be the issues that should be tackled but also what makes him successful in the game of hockey. The goal-setting should be emphasized in both team and individual processes and the two should be incorporated together. During this project the goal-setting was completely perceived from the individual perspective. The team-functions, team-culture and team-norms along with teams' style of play are offering a good ground to direct the players' efforts to increase his individual contribution to the team success. The before mentioned qualities should be thoroughly communicated and used by the vocabulary that is understood by all parties involved and the feedback should be specific to avoid unnecessary confusion for the player. The confusion would only lead to decreasing in confidence.

It should be noted that the individual contributions of one player are not only measured by statistics or results but also how he carries one-self off the ice as part of the team-functions.

As said, goal-setting is a strong tool to affect one's behavior and the behavior that is the target of possible changes can be determined from all aspects of the environment inside the hockey. One main thing in setting goals should be that the goals should be concrete and the communication to support the goal-setting should be as clear as it could to avoid the unnecessary confusion between the player and the coach. The confusion is reduced by strong communication and that is enabled by the trust that should be visible in the player-coach relationship. The trust is built over time but the clarity of the roles; ways to communicate and the sense of cooperation are perceived things to speed up the process.

As mentioned, this model can be used to improve any chosen aspect of life in hockey. During this project the player wanted to influence his performance during the game in technical and tactical way, but also by focusing on the psychological aspect as well. The psychological approach to hockey and performing has been determined as one of the main focus points in the Finnish hockey. During his presentation at the seminar for the head-of-coaches in 2009, Erkki Westerlund, then the director of coaching and education in Finnish Ice-Hockey Federation, wanted to approach the individual development in Finnish hockey strongly from the psychological perspective of coaching. He went on to mention self-awareness and confidence as some of the key elements in the process which would lead to the winning culture. This model that was introduced in this thesis can work as a structure of developing such qualities, but the important matter is that the coaches who are using this model, or whatever model or way they decide to use in the developmental process, has to have the knowledge on the psychological qualities that are being targeted to develop and how the qualities affect the player's performance. (Westerlund 2009, 6)

The biggest fundamental of hockey coaching is to help the player to play at his best level of performance and help the player to do so as often as possible. This process will take time and the players will peak in different times, but there should be a guideline and definition of what does it mean to be a professional hockey player. Is it enough to get paid and earn one's living by playing hockey but does that mean that the one is an expert hockey player? How do they perform at a constant and strong level from game to game? Do they have tools to handle adversity or how do they handle the moments of success and maintain their performance at the same level with little to none variation? Self-awareness presents the player with

knowledge on his individual ways of behaving according to certain occurrences in the games. If there would be a perception or data pointing towards a bottle-neck in performances after certain occurrence, there should be a conscious effort to change the unwanted behavior and that can be done through this model.

A step forwards would be to determine the actual qualities and performance skills of an expert hockey-player that are emphasized in the Finnish hockey coaching and coach-education. The perception of expertise, or excellence, in hockey should also be emphasized with the mindset that competence may not be enough as now the discussion for the direction of player development is often reviewed by the demands of the international game. The performance skills are vital element for the player if one is able to play to one's potential and contribute in the game that demands more than a regular game in domestic leagues.

The performance skills varies between the sources, but the most common performance skills mentioned in the sources included concentration, imagery, self-talk, goal-setting and establishing an individual pre-competition preparation routine. In general, performance skills are the ones that enable the performer to be at his best in the competitive situation and to improve performance by increasing consistency in practice and competition, likelihood of "playing in the zone" and motivation. (Henschen 2009; Boyer 2009)

After the performance skills would be determined, there should be tools created for the everyday coaches to be used in practice to enhance the performance skills. The psychological (or mental) training should be included to all the seasonal plans that the coaches put to practice during the season, just like physiological training program or technical and tactical process.

4.3 Looking to the future

It will be interesting to follow the development of the current junior-players as they climb through the ranks and to the higher levels. It will probably change the demands and nature of coaching and the player-coach relationship as the elementary school students are already evaluating themselves as a part of their studies. This development of increasing their self-

awareness will probably leave them wondering if the process of teaching and communication varies much between the school and hobbies as the coach carries a major responsibility to support the increasing of the self-awareness through the time spend in the hobbies, and in this case, at the hockey-rink. Would they be responding to the authoritarian coaching that is still present at the moment? And would they perceive it as the best way to success but also to become the as good player as the player chooses to become?

A flowing quote from Tom Renney, the head-coach of Edmonton Oilers in NHL, presents also a different approach to communicating with the players:

I don't like to leave people guessing, I know I don't enjoy that too much myself, as much as a lot of coaches do that to motivate, inspire, scare or whatever it is to get the players to perform. I seem to work from the other point of view, where it is better to know what is expected of you than to guess what that might be. I want to help nurture the player through the process.(Gregor 2010.)

The quote gives a good insight how well top level coaches know them-selves and their methods, but also how Renney approaches the player and how the player is able to perform better. That has a lot to do with the fact that the player is fully aware of what is the expectation of one and that enables one-self to use the performance skills to execute to the max in the game situation.

Renney's quote above gives another view on communicating with in the player-coach relationship. As the communication and instructing in the player-coach relationship is taken to the level that the player is also an active participant in the process, it will also challenge the authoritarian approach to coaching. The quality of the communication, instruction and feedback must be more than ambiguous as the players are more able to discuss and process the hockey-substance and the feedback given to them. This also brings up the thrust and respect in the player-coach relationship, as the coach should know the player so well to understand the cues of the player performance and how to regulate the feedback to the player.

I strongly believe that in the future the players are demanding more individual approach as they have been exposed to that during their basic education and they will probably under-

stand their identities in stronger and healthier way than the majority of the current players that have grown in the different environment. The player-first approach should be emphasized strongly as the coaches' role should be also perceived as a teacher and working in co-operation with the player as the player develops through the stages of the athletic development.

As the coach is guiding players during their everyday life in the hockey, there should be an understanding of the vision about the final product but also the development of the game itself and not to look too fondly on the past. The following quote from Gordon Brown is fitting also to this matter: "To be a teacher you must be a prophet - because you are trying to prepare people for a world thirty to fifty years into the future." (www.leading-learning.co.nz). As the time-frame mentioned in the quote will probably be shorter in hockey as a career, yet still this present a challenge to the coach as there should be constant studying of the tendencies of the game, but also follow the changes to the demands for the end-product, the hockey-player. The expertise of the hockey-coach should include a strong philosophy about the game, leadership and communication, just to mention few, as it is dangerous and not beneficial for the player if the way the coach executes his proceedings in manner which he does not believe in as he is copying it from outside. This would lead in to confusion in communication as the coach may not be able to answer the questions one may face from the player.

As the demands for the coach have changed and will change even further, the demands for the management will also be higher as there should be understanding about the present stage of the game and the players but also to have either internal vision of the development or use externally defined outline for the future proceedings in order to hire right coaches for their program or team. By these coaching choices the management will affect the development trends in the future as the people that they hire will be the ones that affect their most important human resource, the players.

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Appendices

Appendix 1, game - evaluation form (empty)

Henkilökohtainen ottelu-arviointi

Nimi _____ Jakso _____ Peli # _____
PVM _____ Paikka _____ Aika _____
Vastustaja _____ Tulos _____
Rooli _____

Henkilökohtainen suoritustaso (1 - 5) _____ Joukkueen suoritustaso (1 - 5) _____

ERÄ

POSITIIVISTA

NEGATIIVISTA

I		
II		
III		-
Kokonais suoritus		

KOMMENTTEJA

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**JOKAISESTA SUORITUKSESTA TULEE OPPIA MAHDOLLISIMMAN PALJON. PELAAJILLE, JOTKA KÄY-
VÄT LÄPI OMIA SUORITUKSIAAN, KEHITTYÄ KÄSITYS OMASTA PELISTÄ. LISÄKSI HE TUNNISTAVAT
OMAN SUORITUSTASONSA PAREMMIN, TIETÄVÄT KEHITYSKOhteensa JA NÄINOLLEN PYSTYVÄT
KEHITTYMÄÄN PELAAJANA**

Appendix 1, game - evaluation form (filled)

Henkilökohtainen ottelu-arviointi

Nimi JONI ISOMÄKI

Jakso 5

Peli # 5

PVM 13.12.2008

Paikka Heinola

Aika 16.00

Vastustaja LeKi

Tulos 5--2

Rooli 4-kenttä

Henkilökohtainen suoritustaso (1 - 5) 4,5 Joukkueen suoritustaso (1 - 5) 4,5

ERÄ

POSITIIVISTA

NEGATIIVISTA

I	Aktiivista pelaamista, jonka seurauksena hyvä kulmapelaaminen -->nopea reagointi maalille ja MAALI!	Jokainen vaihto ja hetki huolellisesti.
II	Hyvää aktiivista pelaamista edelleen, hyvää karvausta ja taklauksia! Hyvin kolmatena miehenä hyökkäysalueella jos en ehtiny karvaamaan.	Yksi miinusmaali, 2 vs 1 tilanne--> huolellisuus ja rauhallisuus kiekollisena-->kesytä kiekko jos pyörii
III	Nöyrästi omissa ja hyökkäysalueella --> muutama hyvä lähtö omista josta maali! Hyviä hakuja avauksessa.	Rohkeammin kiekollisena vaan jos on paikka.
Kokonais suoritus	Hieno peli ja oli mukava tehdä maali, hyvää janöyrää pelaamista edelleen--> oma rooli, hoidimme roolimme hyvin--> kaksi +maalia	Välillä jos paikka on voi pelata vielä rohkeammin, ei saa jäädä miettimään virheitä tai mitä olisi voinut tehdä toisin, rauhallisuus kiekollisena--> huolelliset syötöt/pelinluku

KOMMENTTEJA

Oli todella hieno tehdä vuoden viimeisessä pelissä tärkeä maali ja koska olin myös paljon rakentamassa tuota maalia. Tuuletuksesta näki miten hyvältä se tuntui!! Hyvä jatkaa ensi vuoteen.

JOKAISESTA SUORITUKSESTA TULEE OPPIA MAHDOLLISIMMAN PALJON. PELAAJILLE, JOTKA KÄYVÄT LÄPI OMIA SUORITUKSIAAN, KEHITTYY KÄSITYS OMASTA PELISTÄ. LISÄKSI HE TUNNISTAVAT OMAN SUORITUSTASONSA PA-
REMMIN, TIETÄVÄT KEHITYSKOHTEENSA JA NÄINOLLEN PYSTYVÄT KEHITTYMÄÄN PELAAJANA

Appendix 2, performance data sheet

Jakso #	Orattu #	Koti / Vieras	Vastustaja	Oma Suoritus			Joukkueen suoritus			Joukkue EA YHT		
				KA KOTONA	KA VIERAS	OMA KA YHT	KA KOTONA	KA VIERAS	YHT			
1	1	Vieras	Hokki	2,5			2					
	2	Koti	K-Vantaa	3			2,5					
	3	Koti	Sepko	3,5			3,5					
	4	Koti	D-Team	2			1,5					
	5	Vieras	Sport	4,5			4,5					
2	6	Koti	Thianit	2			1,5					
	7	Vieras	LeKi	3			3,5					
	8	Koti	Hokki	3			3					
	9	Vieras	Jokipojat	3,5			3					
	10	Vieras	Kookoo	2,5			2,5					
3	11	Koti	Jokipojat	2,5			2					
	12	Koti	Sport	2,5			1,5					
	13	Vieras	Thianit	3,5			3,5					
	14	Koti	Suomi U-20	3			3,5					
	15	Vieras	TuTo	2,5			2,5					
4	16	Koti	LeKi	2,5			3					
	17	Vieras	Jukurit	4			2,5					
	18	Koti	D-Team	3			3					
	19	Vieras	K-Vantaa	2,5			2,75					
	20	Vieras	Sport	4,5			4,5					
5	21	Koti	Jukurit	4			4,5					
	22	Vieras	Thianit	4			4,25					
	23	Koti	LeKi	4,5			4,5					

Appendix 3 Segment goal-form (empty)

JAKSOTAVOITTEET

Nimi JONI ISOMÄKI

Jakso 1.1 (Pelit 1 - 5)

3.10.08 - 17.10.08

ASETETUT TAVOITTEET

Ottelu-Arvosana

Tavoite 3,5

OMINAISUUDET

Reagointi	Laukauksen jälkeen heti valmis voitamaan kiekon takaisin, Roolin vaihto hyökkäävästä puolustavaksi	
Pelirohkeus	Rohkeaa kiekon pitämistä ja syöttöpaikan hakemista. Nauti siitä kun on kiekko. Maalipaikkojen hyväksikäyttö.	
Pelivalmius ja suorittaminen	Heti pelin alussa asti hereillä. Joka vaihdossa kaikki peliin. Tasainen tai nousujohteinen suorittaminen pelin aikana / pelien välissä. Ei notkahduksia	

Kirjaamalla ominaisuudet, joita haluat kehittää seuraavan jakson aikana auttaa sinua keskittämään toimintaasi niiden parantamiseen!

Valmistaudu aina harjoitellessasi kehittämään näitä ominaisuuksia --> Sitoutuminen & Omistajuus

Jakson päätyttyä arvioidaan sitä, kuinka ominaisuudet kehittyivät ja kuinka ne näkyivät pelaamisessasi. Mikäli koetaan että halutaan hioa tämän jakson ominaisuuksia vielä paremmiksi, ei ole syytä vaihtaa ominaisuuksia.

KOMMENTTEJA

Luodaan tavoitteet tarpeeksi haastaviksi, mutta kuitenkin saavutettaviksi. Tavoitteen saavuttamisen tulee tuottaa onnistumisen tunne sekä motivaatiota jatkaa kohti seuraavia, ehkä vaativampia tavoitteita! Tavoitteen saavuttamisen kautta itseluottamuksen nostaminen jonka seurauksena oma suoritus-tasosi paranee.

Appendix 3 Segment goal-form (Filled)

JAKSOTAVOITTEET / ARVIOINTI

Nimi JONI ISOMÄKI

Jakso 1.1 (Pelit 1 - 5)
3.10.08 - 17.10.08

ASETETUT TAVOITTEET / TOTEUTUMINEN

Ottelu-Arvosana

Tavoite

Toteutunut

OMINAISUUDET

ARVIOINTI

KOMMENTTEJA

Reagointi	4	Reagointi pelaaminen parantui huomattavasti jakson aikana. Esim. hyökkäyspelissä sain paljon enemmän kiekkoa koska reagoin irtokiekoihin paljon paremmin. Myös roolin vaihto hyökkäävästä puolustavaksi onnistui mielestäni aiempaa paremmin.
Pelirohkeus	3,5	Pelirohkeus oli siinä mielessä hyvää että uskalsin tarjota syöttöpaikkaa enemmän. Rohkeampaa kiekon vientiä esim. kulmasta maalille pitäisi kuitenkin parantaa ettei peli mene vain kulmassa pyörimiseksi. Maalin tekeminen!!!
Pelivalmius ja suorittaminen	3,5	Pelivalmius otteluiden alussa oli jakson jokaisessa pelissä hyvää. Se pitäisi kuitenkin pystyä säilyttämään läpi ottelun, niissäkin tilanteissa kun tulee pidempi tauko että ei pääse kentälle. Suorittaminen parani lähes peli peliltä, yksi ottelu välissä oli huono. Koko syyskauden tavoitteita peilaten jakso oli todella onnistunut sillä nousin 4-kentästä, jopa 2-kenttään. Sitä kautta sain myös reilusti enemmän peliaikaa ja myös YV- vastuuta.

ARVIOINTI

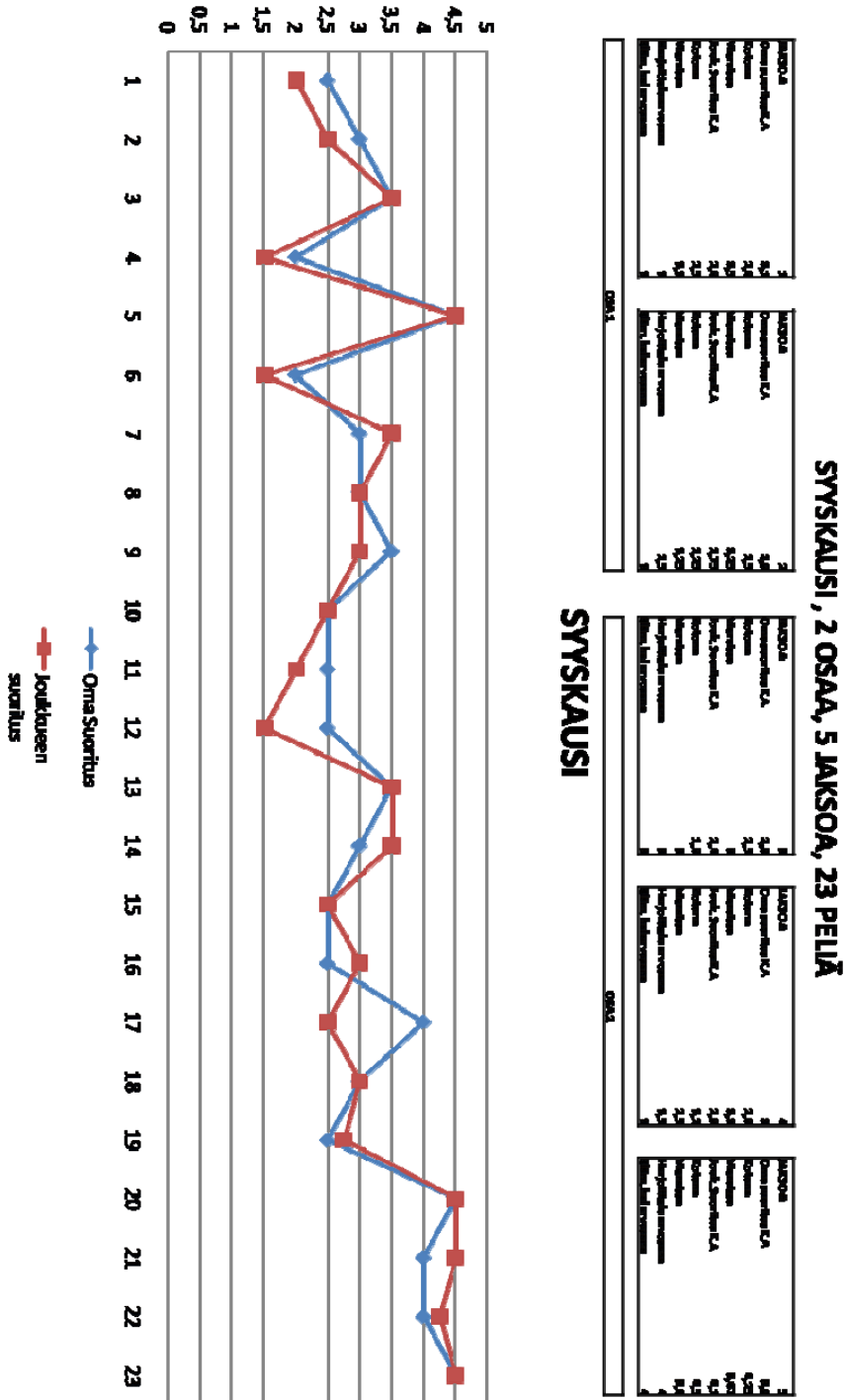
KOMMENTTEJA

Harjoittelu	3	Harjoittelimme jakson aikana lähinnä palauttavasti, koska pelirytmä oli kova. Olin harjoituksissa kuitenkin valmis tekemään sovittuja asioita ja keskusteluiden pohjalta tiedän nyt mihin harjoituksissa pitäisi kiinnittää huomiota --> maalinteko myö alkukierroissa (sitä kautta luottamus laukaukseen)
Elämänhallinta	3	Pelirytmä oli kova, joten loppuviikosta oli todella väsynyt. Koulussa alkoi tenttiviikko ja syysloma, joten se helpotti tekemistä, koska ei ollut niin paljon koulua. Pääsin käymään myös joukkueen aamujäillä. Ruoka oli ok. Parantamista kunnon levossa arkena ja etenkin v-loppuisin --> unirytmä myös lomalla.

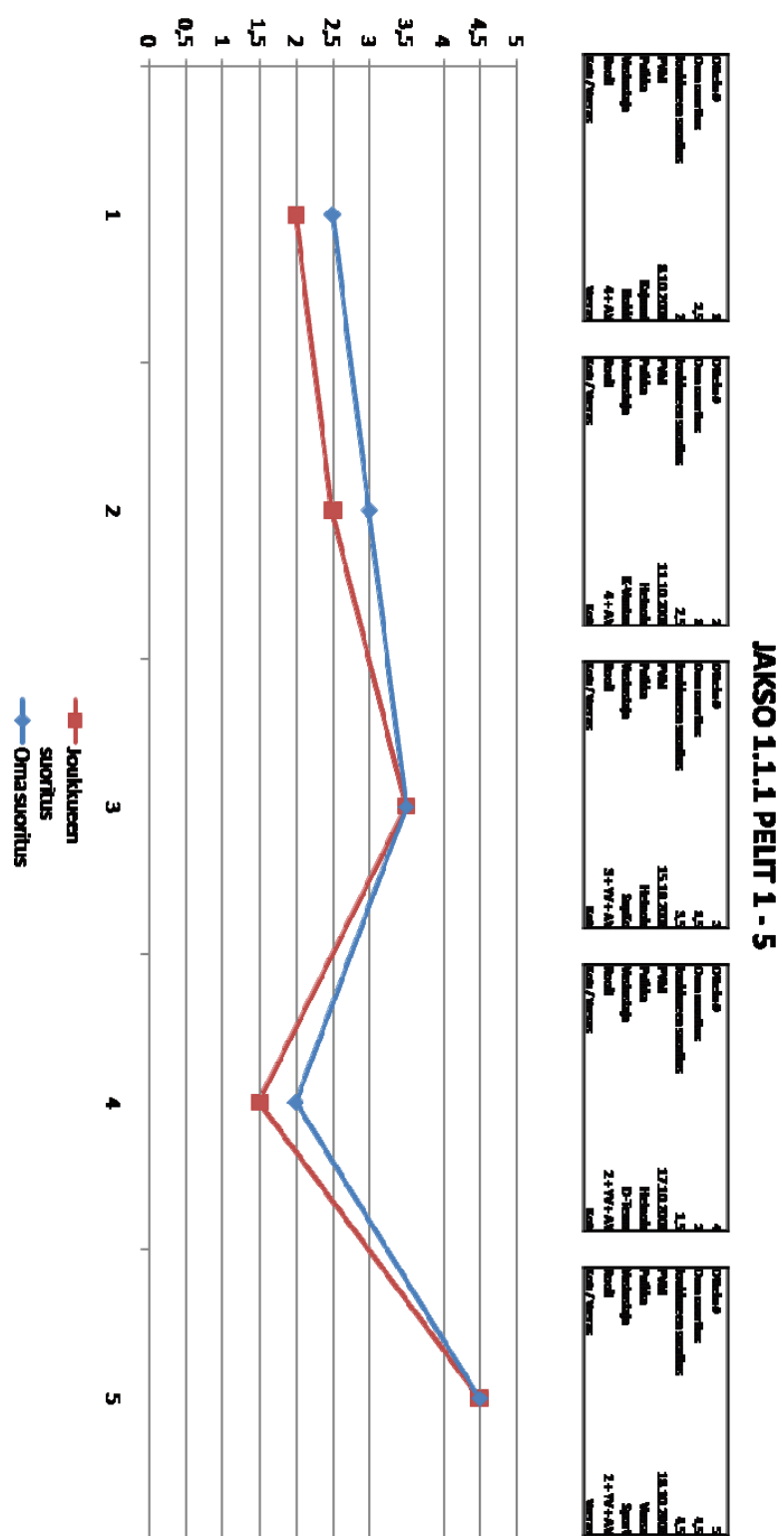
KOMMENTTEJA

Kuten aikaisemmin jo totesin jakso oli onnistunut ja se pysyi tavoitteessa. Arvointi on vaikuttanut tähän mennessä erittäin positiiviselta kokemukselta. Tiedän nyt mihin keskittyä erityisesti omassa pelaamisessa. Peli ja vastuu parani jakson myötä. Itseluottamus on kasvanut onnistumisten ja vastuun myötä ja nyt tuntuu että on tärkeämpi osa joukkueessa. Maalin teko on ollut hieman hankalaa viime peleissä hyvistä tilanteista huolimatta, Sport- pelissä 7 laukausta! No pitää uskoa että kyllä se vielä menee. Seuraavaa jaksoa kohti ja parantamaan edelleen.

Appendix 4, performance graph, (first part of the season)



Appendix 5, segment performance graph



Appendix 6, Long-term goal-setting form (empty)

Syyskauden tavoitteet

Nimi JONI ISOMÄKI

Syyskausi
Pelit 1 - 23

ASETETUT TAVOITTEET

Ottelu-Arvosana

Tavoite 3,5

OMINAISUUDET

Aktiivisempi peli - identiteetti		
Roolin kasvat- taminen		
Nousujohteinen suorittaminen		

Kirjaamalla ominaisuudet, joita haluat kehittää seuraavan jakson aikana auttaa
sinua
keskittämään toimintaasi niiden parantamiseen!

Valmistaudu aina harjoitellessasi kehittämään näitä ominaisuuksia --> Sitoutuminen & Omistajuus

Jakson päätyttyä arvioidaan sitä, kuinka ominaisuudet kehittyivät ja kuinka ne näkyivät
pelaamisessasi. Mikäli koetaan että halutaan hioa tämän jakson ominaisuuksia vielä paremmiksi,
ei ole syytä vaihtaa ominaisuuksia.

KOMMENTTEJA

*Luodaan tavoitteet tarpeeksi haastaviksi, mutta kuitenkin saavutettaviksi. Tavoitteen saavuttamisen tulee
tuottaa onnistumisen tunne sekä motivaatiota jatkaa kohti seuraavia, ehkä vaativampia tavoitteita! Tavoit-
teen saavuttamisen kautta itseluottamuksen nostaminen jonka seurauksena oma suoritustasosi paranee*

Appendix 6, Long-term goal-setting form (filled)

Syyskauden tavoitteet / arviointi

Nimi JONI ISOMÄKI

Syyskausi

Pelit 1 - 23

ASETETUT TAVOITTEET / TOTEUTUMINEN

Ottelu-Arvosana

Tavoite **3,5** Toteutu-
nut **3,5**

OMINAISUUDET

ARVIOINTI

KOMMENTTEJA

Aktiivisempi peli - identiteetti	4	Peli parani syyskauden aikana huomattavasti. Aloin olemaan entistä tärkempi osa joukkueen peliä. Peli on paljon itseluottamuksesta kiinni ja kun se on kunnossa, peli kulkee. Vahvuutenani on liike ja aina kun kirjoitin raportteihin, että oli hyvä jalka, peli meni hyvin. Sitä hommaa pitää vaan jaksaa tehdä illasta toiseen. Uskon myös että olen kasvanut teknisesti syyskauden aikana. Luistelusta on tullut tehokkaampaa ja ratkaisut kiekollisea ovat olleet enemmän ja enemmän "minua" eli mahdollisimman suoraviivaista. Olen tehnyt hyvin pisteitä, mutta +/- -tilasto on huono. Puolustamiseen pitää siis panostaa entistä enemmän.
Roolin kasvat- taminen	3,5	Aloitin tämän projektin todella pienestä roolista 4. kentässä. Rooli on kasvanut jopa 1. kenttään

		<p>mutta tullut sieltä välillä takaisin. Rooli on siis, kuten peliesitykset, heilahdellut paljon. Osaltaan omaan roolini tietenkin vaikuttaa myös joukkueen kokoonpano. Olen pelannut syyskauden aikana myös ylivoimaa, mutta en ole maa-linedustalla pystynyt käyttämään omia vahvuksiani tarpeeksi hyvin hyväksi ja valtaamaan paikkaa siitä. Alivoimalla en ole jostain syystä paljoakaan pelannut, vaikka ennen olen pelannut sitä todella paljonkin. Pitää vaan treeneissä näyttää, että pystyy pelaamaan alivoimaa hyvin. Tällä hetkellä palloilen 4. kentän ja 3. kentän välillä, kuitenkin huomattavasti isommassa roolissa kuin alkukaudella. Rooli on siis kasvanut ja siihen voi olla tyytyväinen.</p>
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Nousujohteen suorittaminen	3	<p>Suoritukset ovat ailahtelleet, niin kuin joukkueenkin. Huonon suorituksen jälkeen olen hyvin usein pystynyt vahvaan peliin, mutta liian usein hyvää suoritusta on seurannut huono. En tiedä mistä tämä johtuu, mutta siinä on parannettavaa vielä kevätkaudelle. Olen työnteollani ansainnut kyllä, valmentajien kommenttien perusteella heidän luottamuksensa, mutta omasta mielestäni pystyn vielä illasta toiseen paljon parempan. Viimeiset pelit osoittivat, että pystyn illasta toiseen hyvään suorittamiseen. Se vaatii henkisesti paljon, mutta se palkitsee lopussa. Siitä mihin syyskaudella jäin on hyvä jatkaa eteenpäin.</p>
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ARVIOINTI

KOMMENTTEJA

Harjoittelu	3,5	<p>Olen aina ollut hyvä ja tunnollinen harjoittelija ja pidän siitä kiinni. Nyt, kun minulla on paljon palautetta siitä mitä pitäisi parantaa edelleen, on todella tärkeää harjoituksissa keskittyä vielä niihin pieniin asioihin. Lisäksi omatoiminen lihashuolto on tärkeää, että jalat liikkuvat ja loukkaantumisilta vältytään.</p>
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Elämänhallinta	3,5	<p>Koulussa taakka on välillä kova, mutta se on kuitenkin vähäisempi kuin viime kaudella. Pitää uskaltaa kieltäytyä koulun jutuista jos tuntuu siltä. Näin saan kaiken irti pelaamiseen. Hyvä ruokailu ja palautuminen.</p>
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KOMMENTTEJA

Hieno projekti. Odotan tulevaa vuotta. Tästä on hyvä jatkaa...

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Pelaajan nimi _____ Joukkue/pelipaikka _____
Arvioitsija _____ Päivämäärä _____
Kotijoukkue _____ Vierasjoukkue _____ Tulos _____
Pelin taso 1 vähäinen 2 kohtalainen 3 kova 4 erittäin kova Ottelutyyppi/sarja _____

Henkiset ominaisuudet						Tekniset ominaisuudet							
Saavutustarve	0	1	2	3	4	5	Maalintekotaito	0	1	2	3	4	5
Positiivinen aggressiivisuus	0	1	2	3	4	5	Kiekkokontrolli ahtaassa	0	1	2	3	4	5
Rohkeus	0	1	2	3	4	5	Syöttötaito	0	1	2	3	4	5
Itseluottamus	0	1	2	3	4	5	Syötön vastaanottotaito	0	1	2	3	4	5
Itsenäisyys	0	1	2	3	4	5	Harhautustaito	0	1	2	3	4	5
Paineensieto kyky	0	1	2	3	4	5	Luistelutaito hyökkäyspelissä	0	1	2	3	4	5
Dominointi	0	1	2	3	4	5	Luistelutaito puolustuspelissä	0	1	2	3	4	5
Narsismi	0	1	2	3	4	5	Kiekonriistotaito mailalla	0	1	2	3	4	5
Tunne-elämän kypsyy	0	1	2	3	4	5	Kiekonriistotaito vartalolla	0	1	2	3	4	5
Taktiset ominaisuudet hyökkäyspelissä						Fyysiset ominaisuudet							
Maalinteko	0	1	2	3	4	5	Luisteluvoima	0	1	2	3	4	5
Suoraviivainen toiminta	0	1	2	3	4	5	Luistelunopeus	0	1	2	3	4	5
Kontrolloiva toiminta	0	1	2	3	4	5	Kaksinkamppailuvoima	0	1	2	3	4	5
Riskinhallinta	0	1	2	3	4	5	Käsin ja jalkojen yhteistyö	0	1	2	3	4	5
Taktiset ominaisuudet puolustuspelissä						Ratkaisunetekonopeus	0	1	2	3	4	5	
Maalimestopelaaminen	0	1	2	3	4	5	Kestävyy	0	1	2	3	4	5
Kiekonriistopelaaminen	0	1	2	3	4	5	Liikkuvuus	0	1	2	3	4	5
Tilanpoistaminen	0	1	2	3	4	5	Tasapaino	0	1	2	3	4	5
Hyökkäysvalmius	0	1	2	3	4	5	Taklausvoima	0	1	2	3	4	5

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



Termien selitykset

Saavutustarve – Pelaa tilanteet aina loppuun asti. Kova yritys näkyy jatkuvana peliotteenä, joka pelitilanneroissa. Reagoi nopeasti puolustuspeliä hyökkäyspeliin ja toisinpäin. Takakarvaa, pelaa omalle alueelle nopeasti, liikkuu kiekottomana ja tukee hyökkäyksiä. Pelaaja on keskittynyt suoritukseensa tuloksesta ja pelin panoksesta riippumatta. Pelaa voittaakseen.

Positiivinen aggressiivisuus – Pelaa fyysisesti ja kovaa, mutta rehellisesti. Taklaa, häiritsee mailalla - ajaa kiinni vartaloon. On "inhottava" pelaa ja pelata vastaan. Hyökkäyspelissä pyrkii eroon vastustajasta aggressiivisella liikkeellä, suunnanmuutoksilla ja rytmin vaihdoksilla. Pyrkii ajamaan suoraan mailille, ei jää esim. kiekottomana takamiehiksi.

Rohkeus – Uskaltua tehdä kiekollisena poikkeuksellisia ratkaisuja. Kiekottomana on uskallus tarjota syöttöpaikkaa keskustaan ja väleihin. Menee irtokiekkoihin ensimmäisenä ja pystyy pelaamaan maalin edessä katsoa kiekossa ja maila jäädessä. Heittäytyy laukauksien eteen, ottaa taklauksia vastaan ja jatkaa pelaamista.

Itseluottamus – Kyky ja halu ratkaista tilanteita. Tärkeissä paikoissa toimii järkevästi. On aloitteen ottava, mutta realistinen kykyihinsä. Haastaa kiekollisena, pyrkii ottamaan tilan ja ajan haltuun etenemällä suorinta reittiä kohti maalia. Virheen jälkeen, ei pelkää pelata.

Itsenäisyys – On valmistanut itsensä peliin ja etenkin erän alkuihin, loppuihin, aloituksiin ja erikoistilanteisiin. Ei menetä peliotettaan muihin kohdistuvan vääräyden vuoksi, on keskittynyt omaan suoritukseensa. Tarkkaile pelaajan ruumiinkieliä.

Paineensietokyky – Pelote paranee pelin ja tilanteen tärkeydestä johtuen. Ratkaisuhetkien toiminta on järkevää. Ei provosoidu, ei ota jäähyä jälkitilanteista. Pystyy kontrolloimaan tunteitaan ja poistamaan kaiken muun ajatuksistaan mm. maalintekopaikassa.

Dominointi – Ottaa johtajuutta, rakastaa kamppailla rehellisesti ja sytyttää muita vaikeilla hetkillä. Johtaa ja auttaa kanssapelaajiaan kommunikoimalla tai ruumiinkielellään. Saa osakseen vastustajan kunnioitusta tilanteissa, joissa vastustajalla olisi mahdollisuus vahingoittaa, esim. selästä taklauksitilanteissa.

Narsismi – Halu olla keskipisteenä ja tuoda itseään esille positiivisesti. Pyrkii teoillaan, mm. ampumalla paljon, pääsemään pelin sankariksi. Negatiivinen narsismi näkyy tilanteiden jälkeen mm. kivun ja rasituksen näyttelemisenä.

Tunne-elämänpysyys – Osoittaa muille luottamusta ja saa sitä myös osakseen. Pelaajalla on aito halua auttaa kaveria, "elää" joukkueelle ja uhrautua sen puolesta. Ei provosoi, eikä provosoidu. Kunnioittaa vastustajaa, tuomareita ja peliä.

Maalinteko – Ymmärtää ja pyrkii ampumaan maalintekosektorista tai pelaamaan kiekkoa maalin eteen. Kiekottomana ajaa mailille, katse kiekossa ja maila pelattavissa

Suoraviivainen toiminta – Ymmärtää käyttää annetun tilan ja ajan, reagoi heti hyökkäysuuntaan riiston jälkeen. Haastaa kiekollisena kohden maalia ja hakee syöttöpaikkaa kiekollisen eteen.

Kontrolloiva toiminta – Pelaa kiekon kanssa poikittain tai taaksepäin. Kiekottomana tarjoaa syöttöpaikkaa kiekollisen taakse tai sivulle. Hyökkäysalueella, jos on 3. pelaaja kiekosta katsoen, ymmärtää tasapainottaa kenttää sijoittumalla painottomalle puolelle.

Riskinhallinta – Ymmärtää kiekollisen vastuunsa ja valitsee tilanteeseen nähden oikean ratkaisun, etenkin pelaa siniviivat varman päälle. Irtokiekkotilanteissa osaa lukea kärkihyökkääjien liikkumista sijoittumalla niin (keskustaan), ettei vastustaja pääse synnyttämään vastahyökkäyksiä.

Maalintekopelaaminen – Kiekollista vastaan pyrkii peittämään laukauksia ja syöttösuuntia. Kiekotonta vastaan pelaaja ymmärtää miesvastuunsa, kiekko ei saa "imeä" puoleensa, vaan pelaaja purkaa maskin tai ainakin mailan pois.

Kiekonriistopelaaminen – Pyrkii puolustamaan kiekollista vahvalla jalkatyöllä ja/tai mailalla niin, että vastustajan kiekkokontrolli katoo. Kiekotonta vastaan puolustettaessa on valmiina hakemaan irtokiekkoja ja katkomaan syöttöjä pelin sisällä.

Tilanpoistaminen – Ymmärtää puolustaa aggressiivisesti keskustaa. Ohjaa pelin sisällä. Puolustaa mailaetäisyydeltä eikä käännä katsettaan pois kiekosta. Ymmärtää puolustaa painotonta puolta etenkin hyökkäysalueella, koska tietää, että suurin osa purkukiekoista pyritään pelaamaan ulos sieltä.

Hyökkäysvalmius – Pyrkii riiston jälkeen ottamaan aggressiiviset ensimmäiset potkut karistaakseen vastustajan. Kiekottomana liikkuu heti pelattavaksi ja tukee siten hyökkäystä.

Maalintekotaito – Ampuu hyvin suoraan syötöstä ja liikkeestä. Laukaus lähtee nopeasti ja yllättävästi ilman asettelua. Oma ja käyttää eri laukaustekniikoita. Kiekottomana pystyy pelaamaan mailansa vapaaksi reboundeissa.

Kiekkokontrolli ahtaassa – Pystyy pelaamaan taklausuhan ja paineen alaisena laitojen lähellä. Suoja kiekkoa liikkumalla ja/tai vartalolla. Tullee kiekon kanssa ulos ahtaista väleistä keskustaan ja mailille.

Syöttötaito – Pystyy liikkuttamaan kiekkoa lavasta lapaan niin kämmen-kun rystysyötöillä. Syöttää luonnolliselta puolelta ja pystyy peittämään syöttösuunnan ja -kuvuuden.

Syötön vastaanottotaito – Kiekko jää lapaan, ei pompi pois. Ottaa syötön vastaan luonnolliselta puolelta ja jatkaa heti pelaamista. Pystyy myös ottamaan syötön vastaan kädellä tai luistimilla.

Harhautustaito – Pystyy käsittelemään kiekkoa siten, ettei oma liikenoisuus kärsi. Pystyy harhautamaan mailalla ja/tai vartalolla kovassa vauhdissa ja muuttamaan nopeasti liikettä sivusuunnassa.

Luistelutaito hyökkäyspelissä – Pystyy kiihdyttämään vauhtia kaarreluistelun kautta, pystyy pitämään mailan pelattavana kovassa vauhdissa. Poikusuunta vie vahvasti eteenpäin. Osaa eri luistelutekniikoita ahtaassa, kuten "potkulautaa". Kääntyy luontevasti, katse pysyy kiekossa.

Luistelutaito puolustuspelissä – Pystyy liikkumaan poikittaissuuntaisesti ja kääntymään molemmiin puoliin takaperin luistelusta etuperin luisteluun ja päinvastoin. Pystyy vastaamaan vahvalla "jalkatyöllä" vastustajan liikkumiseen, siten että katse kiekossa säilyy. Ks. esim. kärkikarvaajan liikettä tai puolustuspäässä 1vs1 tilanteita.

Kiekonriistotaito mailalla – Pystyy vahvalla mailahäirinnällä ja osaa oikea-aikaisesti riistämään kiekon pois tai vähintään synnyttämään irtokiekon esim. "tuikkaamalla"

Kiekonriistotaito vartalolla – Pystyy taklaamaan vastustajan pois kiekosta sekä pyrkii pääsemään vastustajan ja kiekon väliin.

Luisteluvoima – Pystyy pelaamaan ahdistettuna esim. takakarvauksen alla tai kiekottomana karistamaan puolustavan pelaajan.

Luistelunopeus – Matkavauhti ja alkukiihdytys tuovat pelaajalla lisää aikaa ja tilaa pelitilanteissa.

Kaksinkamppailuvoima – Puolustustilanteissa ei päästä vastustajaa itsensä ja maalin väliin. On vahva maalin edustalla. Hyökkäystilanteissa voittaa vartioivan, pääsee mailille. Pystyy maskipeliin.

Käsien ja jalkojen yhteistyö – Pelaaminen ei ole katkonaista, vaan jalat ja kädet (sekä pää) pystyvät työskentelemään samanaikaisesti.

Ratkaisuntekonopeus – Pelaaja pystyy vaihtamaan ja päätettyä ratkaisumallia. On hyvä yhden kosketuksen pelissä. Seuraa kestäkö syöttö tai laukaus liian kauan.

Kestävyyys – Pystyy ottamaan iskuja vastaan ja pelaamaan paineen alla sekä samalla tasolla illasta toiseen.

Liikkuvuus – Jalkatyö, ketteruus, kääntymiset ja pysähtymiset sekä kiihdytykset eivät rajoita kokonaissuoritusta ja -pelaamista.

Tasapaino – Pelaaja pysyy vahvasti luistimillaan taklauksitilanteissa ja säilyttää optimaalisen peliasennon.

Taklausvoima – Mikä on taklauksen vaikutus vastustajan pelaamiseen.

Looking 4 on-going Excellence

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Appendix 8 Feedback questionnaire

IONISOMÄÄN TAVOITTEEN ASETTELU / KONSULTAATIO PROJEKTI

PALAUTE - KYSY

MAALAA HALUAMASI NUMERO - ARVO PUNAISEKSI

1	Tiedän varmasti vastata				
2	Osoittelen varmasti vastata				
3	Pienoisasti				
4	Osoittelen en vastata				
5	Tiedän en vastata				

TOIMINTATAVAT

Lomakkeet / arvioinnit

1 Lomakkeet olivat selkeitä

2 Lomakkeet olivat tarkoituksen mukaisia

3 Lomakkeet tulkivat projektia

4 Oli hyvä, että lomakkeissa pääpaino oli vain henkilökohtaisessa suorituksessa

5 Joukkueen suoritus olisi myös pitänyt arvioida kirjallisesti

6 Asiatkko olisi voinut olla laajempi

7 Oman suorituksen kirjallinen arvioinnit oli hyödyllinen

8 Olliko joukkueen suorituksen arvioinnit pelkillä numerolla hyödyllinen

9 Joukkueen suoritus vaikutti oman suorituksen arviointiin

10 Oma suoritus vaikutti joukkueen suorituksen arviointiin

11 Miltä on sopiva aikaväli tehdä itsearvioinnit otettun jälkeen? 1) heti 2) seuraavana päivänä 3) 3 päivän kuluessa 4) viikon sisällä

12 Projektin kirjalliset tehtävät eivät olleet liian raskaita

Palaverit

13 Palaverit olivat hyödyllisiä

14 Palaverien rakenne oli selkeä

15 Palaverien kommunikatio oli selkeä

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

60

Seuranta

- 16 Tavoitteiden seuranta oli onnistunut
- 17 Tavoitteiden seuranta oli tärkeää
- 18 Kauden jaksotus oli onnistunut

Vuorokauden palaute

- 19 Videopalaute oli hyödyllistä
- 20 Videopalaute oli laadukasta
- 21 Videopalauteen määrä oli 1-tilian väin, 2-välinäinen, 3-ritittävä, 4: hyvä, 5: erittäin hyvä
- 22 Luistelutekniikan kuvaaminen oli hyödyllistä
- 23 Luistelutekniikan kuvaaminen oli laadukasta (Edikointi)
- 24 Harjoitustilanteen kuvaaminen olisi ollut hyödyllistä (Videopalaute harjoittelusta)

Kommunikaatio

- 25 Projektin alkainen kommunikaatio oli selkeää monenmin puolin
- 26 Palautteen kommunikaatio oli selkeää
- 27 Toimintatapojen kommunikaatio oli selkeää

PROJEKTIN SISÄLTÖ

Tavoitteet

- 28 Tavoitteet olivat motivoivia
- 29 Tavoitteen olivat hyvin asetettuja (=haastava, kuitenkin saavutettavissa)
- 30 Ilse - asetetut tavoitteet toivat omistajuutta projektin
- 31 Tavoitteiden seuranta / arviointi oli tärkeää
- 32 Tavoitteet auttoivat suunnitamaan toimintaa haluttuun suuntaan
- 33 Eri aikavälien tavoitteet tukivat toisiaan
- 34 Tulostavoitteiden asettaminen olisi ollut tärkeää (Pisteet, tilastot)
- 35 Tavoitteiden saavuttamiseen olisi ollut hyvä liittää selkeä palinkato onnistumisen johdosta

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1	2	3	4	5

Motivaatio

- 36 Projektin osallistuminen oli motivoivaa
- 37 Koin osittumisen tunteita saavutettuani asetetun tavoitteen
- 38 Osallistuminen lisäsi sisäistä motivaatiotani (=halu kehittää taitoja / pelaamista itseohjautuen)
- 39 Kauden jatkaminen jaksoihin (=tavoitteisiin) helpotti motivoitumista (= Pienet kokonaisuudet osana suuria)

Henkinen kehitys

- 40 Omaan paremmat keinot säädellä itseluottamustani kuin aiemmin
- 41 Pystyn reagoimaan pelin sisällä tapahtuviin asioihin paremmin kuin ennen (Omitsuminen / epäonnistuminen)
- 42 Tiedän ja osaan tuottaa hyvään suoriutukseen tarvittavan tunnelian paremmin kuin aiemmin
- 43 Elämänhallinta on tärkeä osa jääkiekkoilijan ammattitaitoa
- 44 Henkilin ominaisuuksien keskittymällä on mahdollista tuottaa lisää voimaa suoriutukseen
- 45 Yksilön henkinen valmennus on aliarvioitu osa-alue jääkiekkovalmennuksessa
- 46 Sanattomien väestön lähtöäminen on tärkeä osa kommunikointia joukkueen kesken
- 47 Omaan paremmat keinot käsitellä ajatteluni negatiivisesta positiiviseksi kuin aiemmin
- 48 Jääkiekkoukkue tarvitsee arvoja henkiseksi selkärangaksi (=arot, kulttuuri)

Peli - Identiteetti

- 49 Tunnen oman pelaamiseni paremmin kuin aiemmin
- 50 Koen, että peli-identiteettiäni ymmärtäminen on tärkeä osa jääkiekkoilijan ammattitaitoa
- 51 Ymmärtän projektin arvoja paremmin oman toiminnan tärkeiden suhteissa joukkueen toimintaan
- 52 Omaan scout - raportin täyttämiseen oli hyödyllistä oman peli-identiteettiäni vahvistamisessa
- 53 Opin kauden aikana omasta pelistäni uusia asioita
- 54 Opin kauden aikana ymmärtämään uusia asioita lajista
- 55 Omaan paremman käsityksen ominaisuuksistani, joita minun on tullut kehittää

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1	2	3	4	5

Pelaaminen

- 56 Pysyvin mukautumaan kauden aikana eri rooleihin tavoitteiden kautta
- 57 Kommunikatio joukkueen valmentajilta oli selkeää, tiessä mitä minulta odotettiin jokaisessa pelissä
- 58 Sain riittävästi palautetta joukkueen valmentajilta
- 59 Pysyvin käyttämään vahvuuksiani joukkueen pelitavan sisällä
- 60 Pysyvin projektin kautta (=tavoitteet, palaverit, seuranta) valmistautumaan paremmin suoritukseni
- 61 Pysyvin projektin kautta (=tavoitteet, palaverit, seuranta) kohdentamaan harjoitteluni haluttuun suuntaan
- 62 Joukkueharjoittelu tuki pelaamistaamme
- 63 Joukkueharjoittelu tuki omaa kehitystäni
- 64 Koen olevani parempi pelaaja kuin ennen projektin aloittamista
- 65 Koen olevani monipuolisempi pelaaja kuin ennen projektin aloittamista
- 66 Koen, että projektista oli hyötyä myös joukkueelleni
- 67 Joukkueen pelitapa tuki omistumistani
- 68 Joukkueen pelitapa tuki itseluottamustani
- 69 Sain pelata luovasti sekä tehdä kentällisen kanssa omia päätöksiä pelaamisesta
- 70 Sain palautetta peleistä palaverien ym kautta joka auttoi pelaamistaani
- 71 Auvosana projektista kokonaisuuksena

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KOMMENTITEN/REAGIOIDUUSIA